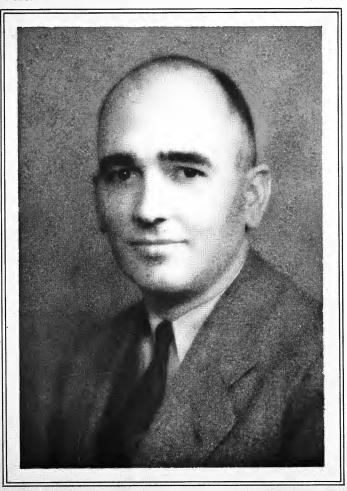
THE INSTRUCTOR

JANUARY

* * 1939



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What Readers Say

Appreciates the Instructor-

Bingham, Dec. 2, 1938

The Instructor Editor,

Dear Sir:

I wish to express my appreciation of the Instructor. I find inspiration and help in it, not only in the Gospel Doctrine section, but on many other pages. May I also add words of praise for the fine lessons outlined for the Gospel Doctrine classes.

We have a good little Sunday School out here in Bingham. Come out and see us. (I'm not the superintendent, but I'm the bishop's wife.) I teach the adult class because so many men are in the mines on Sunday.

There is also good work being done in a small branch Sunday School in Copperfield, farther up the canyon. Mrs. Ruth Allen Aven, a daughter of the late Dr. Samuel H. Allen, is doing a fine piece of work there.

The Season's Greetings,

Sincerely, Victoria R. Lyon.

An Enthusiastic Convert to the Instructor

I have been firmly converted to using The Instructor from the time I first worked in Sunday School several years ago. When I was made Superintendent of the Anaheim Ward Sunday School in Long Beach Stake there were only three Instructors being used. After a few months we had 100% of our officers and teachers using this book. When I was appointed to be Sunday School Superintendent in the St. Louis Branch in the Central States Mission (where I moved from California a year and a half ago) I found only two Instructors in use. As you know from your records I have three subscriptions, two of which I have been giving to teachers. Now, I believe all the officers and teachers are converted to the use of The Instructor and consequently I am placing an order for six additional copies of the November and December issues. I hope to have eight or ten subscriptions ready to order by the first of the year.

Nov. 29, 1938.

Allan MacKay, Superintendent St. Louis Branch.



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PRESIDENT HEBER J. GRANT, Editor. GEORGE D. PYPER, Associate Editor. ALBERT HAMER REISER, Mgr.

Vol. 74

JANUARY, 1939

No. 1

HEBER J. GRANT: OUR PRESIDENT

Response of President Grant to the Tribute Paid Him by President David O. McKay, at The Conference of The Deseret Sunday School Union in The Tabernacle, Salt Lake City, October 8, 1938

It is very seldom that a person hears his funeral sermon before he dies. A couple of years ago the Improvement Era was full of the same kind of sermon. I afterwards had an edition of a thousand copies made of it, with the addition to the November issue, of some extracts from the Millennial Star and the Relief Society Magazine. I have apologized in sending out this special edition to friends "Being an insurance agent and not knowing what no means, I do not blush in sending out this paper."

I have been deeply interested, of course, in all that I have heard here tonight. I got acquainted with Brigham Young as a little child. His wife Lucy's son Feramorz was my nearest and dearest friend until such time

as he passed on.

One of his grand-children, Richard W. Young, and I were inseparable friends all our lives. Of all the young men that I have ever known, Feramorz L. Young was the sweetest, the cleanest, and the most lovable. I never heard an unchaste word from his lips. If anyone started to tell what is known as a shady story or a vulgar story, he would walk away. He was as near a perfect young man as I ever knew. I always called his mother "Aunt Lucy." Having been born on the

block across the road from the home of the President and growing up from my earliest recollection with his children, I called Sister Eliza R. Snow "Aunt Eliza", and I called Sis-

ter Zina Young, "Aunt Zina."

I had a sleigh ride with Brigham Young when I was a little child. We used to have a good deal of sleighing in early days. As the sleighs would come in front of our home on Main Street, where I was born and where the Z. C. M. I. store now stands, I would run out and jump on the back of the sleigh and ride a block and then drop off and come home. Brigham Young believed there would be horses after he died, and he drove rather rapidly, and as a little child I dared not alight again for fear of standing on my head instead of my feet. And we rode away down until we struck the first stream of water out of the mountains. Then I wondered how in the world I would find my way home. When we came to the stream and the slush ice. he saw me hanging on the back of his sleigh, and he said, "Stop, Brother Isaac, put that boy under the buffalo robe there; he is pretty

near frozen."
"Now," he said, "my little boy, we will take you for a nice long ride; so do not be afraid." And after a while he said, "Are you

warm and comfortable?" And I told him "yes." He asked me my name, and I told him. Then he told me how much he loved my father and what a splendid man my father was, and he told me he would like me to come up and have a visit with him some day. A few months later my mother sent me up to have a visit with the President, and I had a nice long talk as a little child. He told me to come often and see him. And often when the family bell was ringing for prayers at night I would go over and kneel down in that front room that we now call the parlor in the Lion House, and upon more than one occasion when he was praying I was guilty of looking up to see if the Lord was not standing there; it seemed to me as a child as though President Young was talking to Him.

He sent for me as a young man, and said "Heber, don't you want to go on a mission?" I commenced smiling and he said, "What are you smiling about?"

"Well, President Young, please excuse me, I cannot see how I can tell the truth and answer your question the way you want me to."

They talk about Brigham Young being tyrranical. Here I was, a young man, acting familiar and making a suggestion to him. I said, "President Young, pardon me, but why not say, "Heber, will you go on a mission?" Then when he asked me that question, he smiled, and I said, "Certainly I will—if I am called."

I was helping to take care of a widowed mother, and I did not want to go away and leave her. I was successful for a young man about eighteen, drawing a good salary, taking care of my mother, and I thought it would be time enough for me to go on a mission some years later. Of course, I was not going to make that as an excuse if I were called, but I could not truthfully say that I wanted to go. I had always had a dream of going on a mission, and I wanted to go some day, but not just then.

He said, "Well, your father worked so hard during the reformation, that he wore his health down, took a cold, and died, really a martyr for the cause, preaching three times every evening, an hour each time in three different places, and it is about time, Heber, I feel, that some of his boys should put on the harness and spread the Gospel."

I said, "President Young, that is a fine idea. I have some brothers, three years older than I am. Why not start on them first?"

"Why, that is so, Heber, come to think about it. Why, you were a baby when your father died. Send the other boys up to me."

I sent them up, and they persuaded the President that I was better fixed financially, that I had had better opportunities, and therefore that I ought to go. So the President sent for me and told me that he guessed his inspiration was all right, for me to get ready to go in the spring.

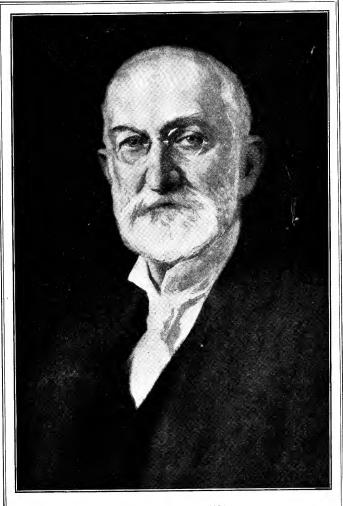
Well, I got ready and thought I would be called. We used to come here to the tabernacle and pretty nearly fill this house, the last afternoon of conference, while I was a boy, because they then read a list as long as your arm of men called on missions. I came and was not called. I kept still. I didn't say anything about it.

I never knew until I became an apostle that when they read this list to be presented here and came to my name. Erastus Snow, and Daniel H. Wells objected and said that I was taking care of a widowed mother and that that was good enough mission for any young boy; that my mother would have to go back to keeping boarders if I were sent away; and one of them made a motion and the other seconded it, that my name be stricken off the list.

Of course, as you all know, I was called to be an apostle by revelation (part of which was quoted here today) during the administration of John Taylor. So I was as intimate with him until he died as it was possible for a man to be.

By the way, I was one of the last men to have a business interview with President Brigham Young. I was just reaching out my hand to open the door to go into his office when the door opened and he stood in the door way. I said, "President Young, as you know, the other day I was elected assistant cashier of Zion's Savings Bank and Trust Co., and I find I have to give a bond of twenty-five thousand dollars, vouching for my honesty, and I thought it would be very appropriate for the president of the bank to sign my bond. So I came up for your signa-ture." He laughed and said, "Well, now, Heber, I just don't see how I can get out of that; I said so many good things about you at the directors' meeting that if I refuse to sign your bond they would accuse me of lying. I have had a very strenuous day; my carriage here is waiting for me, and it will be a real pleasure for me to sign your bond when I come back. I will have brother James Jack make it out.

He came home with a terrible pain in his right side. Next day we were all happy because the pain had left. In a few days he was dead. Undoubtedly he had appendicitis. The breaking of the appendix was what stop-



PRESIDENT HEBER J. GRANT

ped the pain, and he passed away when we thought he was on the high-road to health.

I want you to know that the treatment of me as the "baby apostle", so to speak, under the administration of John Taylor, was as fine as any mortal man could ask for. I want to bear witness that he was inspired of the Lord in his direction of the affairs of the Church.

Brother Woodruff was beloved by everybody in the church and out of the church. He was one of the most lovable characters, I suppose, that ever stood at the head of the

church.

When he died, Brother Lorenzo Snow came to the Presidency. I have always been teaching and preaching that he came when he was 85 years of age and lived to be 88, so I do not know whether or not what was said here tonight is right. If it is I will have to correct my figures to 84 and 87. It was under his administration that he issued a million dollars of bonds and took up notes of that amount outstanding, at ten and twelve per cent, saving over forty thousand dollars in that one issue for the benefit of the church. His administration during that period of three years was simply marvelous, his mind worked as actively and quickly as any man's could possibly work. It was simply marvelous, the financial ability that he had during those three years under the inspiration of the Lord, and he was very successful in business affairs. Until the government planted a suit against the United Order in Brigham City, it was wonderfully successful.

Brother Joseph F. Smith was a marvelous man. One of the most splendid editorials I read after his death was in the Salt Lake Tribune. I met the manager of the Tribune next morning, and I said to him, "Mr. Mac-Kay, I accept this very splendid, truthful, and magnificent editorial about President Smith as a complete apology for all the lies and cartoons that have appeared in your paper about him. We will call it even. It is really, I think, as fine if not finer than any in our

own paper."

Now, I could go on talking to you about my personal knowledge of these men. I thank the Lord that He saw fit to call me to

be one of the apostles.

Shortly after my call to the apostleship I met Brother George Romney. He took hold of my hand, and the tears came in his eyes and he said, "Heber, the Lord gave to me a manifestation years ago when you were in your teens, when I was shaking hands with you.

A voice said to me—and you did not hear it, but I did, as plain as could be—'An apostle of the Lord Jesus Christ of this last dispensation.' I made the coffin in which your father was buried. I was the chief carpenter in the public works 'where your father was superintendent, and there is no man that ever lived that I loved more than your father, and I rejoice that that statement made to me has now been fulfilled by this revelation calling you. Your father was one of my nearest, dearest, and truest friends to the day of his death."

I never mentioned it to anybody, and did not—could not believe it at the time, but when I received the patriarchal blessing from Brother John Rowberry, of Tooele County, he said to me, after giving me the blessing. "Brother Grant, I saw something that I dared not put in your blessing," I felt that he saw me the President of the Church of Jesus Christ of Latter-day Saints. I rejected the thought that I had read his feelings. I never mentioned that until after the Lord had seen fit to call me by revelation to be an apostle.

Now, my testimony is that all of these men whose pictures we have seen tonight were men of God. I want to congratulate the artist who made, in a hurry, pictures as large and as fine as these are. I am inclined to think that perhaps the one of the Prophet Joseph may become the one that we will accept. As I understand it, it was copied from a painting of the prophet. I do not think the painter was as good a painter as he should have been, because I am sure the prophet was a handsome man. My mother and others who knew him said he was the handsomest, most outstanding, forceful man they ever met; and of course we know that Josiah Quincy, in the Figures of the Past, says, "Of all the men that I have ever met" (and remember that he was on the committee that received and welcomed Lafayette as the guest of the nation, that he was intimately associated with the leading men of the nation)-"Of all the men that I ever met, these two, Joseph Smith and Elisha R. Potter, of Rhode Island, seemed best endowed with the kingly faculty that directs, as by divine right, the confused souls looking for guidance.

May the Lord help you and me and every soul that has a knowledge of the divinity of the work in which we are engaged to live it, is my humble prayer and I ask it in the name of our Redeemer and Savior. Amen.

Each man has an aptitude born with him to do easily some feat impossible to any other. Do your work. I have to say this often, but nature says it oftener.—Emerson.

THE PREPARATION OF MISSIONARIES

Extract from instructions given by President David O. McKay, at the General Priesthood Meeting, held in Salt Lake Tabernacle, Saturday evening, October 8, 1938.

The Blessing of Service:

To render service for two or three years in the mission field is a blessing to anyone so privileged. It is recognized as such by thousands, tens of thousands, of parents throughout the Church who appreciate the value of such labor to their sons and daughters, in whom this experience awakens an appreciation of home and of the Gospel as does perhaps no other labor in the Church. Parents know, also, that missionary activity brings into the plane of consciousness a knowledge of the truth of the Gospel which the young men have perhaps felt but not expressed. This is aptly illustrated by a letter recently written by a missionary, an extract of which is as follows:

Since arriving in the mission field I see in the Gospel a new beauty, a fuller meaning, and a deeper significance than ever before. Clear-cut truths and principles have crystallized and taken form in my mind where formerly a confusion of unorganized facts existed. As my understanding of the Gospel has increased so has my testimony. Prophets have become real; the Book of Mormon has assumed a purpose; the Gospel plan has become intricate in detail, but unified and remarkably complete in organization and function. Most important of all, I have a clearer understanding of the personality, methods and purposes of the The natural result of this glorified conception of these points is a satisfied assurance that Joseph Smith is a true Prophet of God. Missionary experience crystallizes the ideals of true manhood and womanhood in the minds of our vouth.

Now all these benefits we know are realized by young men and women who are true to their duties and faithful to their callings in the field.

Eagerness of Parents:

Too many of our parents, recognizing these benefits, are eager to have their sons and daughters go into the mission field without due consideration to the latter's worthiness or unworthiness. President Pratt this afternoon expressed the thought, that we are not sending our young men and women into the field just to benefit them; that is not the object; it is the result. The missionaries are called to represent the Church, and to bear witness of the restoration of the Gospel of Jesus Christ. Such is their appointment by divine revelation.

So it is well for us to have in mind not so much the benefits to these representative as their preparation and fitness to carry on the responsibilities entailed in that call. In choosing a missionary it is well to keep in



PRESIDENT DAVID O. McKAY

mind these questions: Is he worthy to represent the Church? Has he sufficient will power to resist temptations? Has he kept himself clean while he has been home, and by that standard proved himself capable of resisting possible temptation in the field? Has he taken active part in Church organizations in his Ward and Stake? Does he at least glimpse what the Church has to offer the world, and does he believe it superior to anything else in the world? Does the young man glimpse it? I don't say understand it. Does he believe it, or has he entertained the thought, "Oh, one Church is just as good as another?" Has he, through prayer or other experience, felt God's nearness to him so that he can approach the Lord as he would his earthly father?

You may say such requirements are too. high. No! they are not, because opportunities for just such attainments of efficiency are right here in the Church. Note, for example, the grades of Priesthood, to say nothing of the opportunities he has had before he has the Priesthood conferred upon him. A young man twelve years of age is given the Aaronic Priesthood, and ordained to the office of Deacon. For three years he serves in that capacity, for three years he has training under the Presiding Bishopric of the Church and the Bishopric of the Ward who hold the presidency of the Aaronic Priesthood. At fifteen years of age he is ordained a Teacher, and for two years labors in that capacity. This opportunity should be given to every young man in this Church. If any young man has failed to receive it, then some

Bishop is to blame; that is a great responsi-

bility to carry.

At seventeen years of age he is given the office of Priest, I think the most glorious position in the Aaronic Priesthood, outside the presidency thereof. Young Priests should, as I have frequently said, carve the moral atmosphere of their communities.

At nineteen years of age, if he has prepared himself for it, he may be ordained an

Elder.

Well, brethren, by what I have said you glimpse the opportunities that are offered just in the Priesthood quorums alone, to say nothing of the auxiliaries, a very good training, one of the best schools in the world. We do not have to send our young men into the mission field to get training; it may be and should be obtained right here at home. Having had such teaching and experience in the quorums, young men are prepared to repre-sent the Church as missionaries, provided they have led a clean life; that is fundamental.

The Missionary Home:

In 1925 the Missionary Home was established. The first group of missionaries came to that Home March 4, 1925. There were only five missionaries in that group. thought behind the Missionary Home was to check up on the missionaries recommended by the Bishops and the Presidencies of Stakes, and to try if possible to make these young men who are going out realize what it means to be a missionary in the Church of Jesus Christ of Latter-day Saints. Twelve thousand missionaries have gone through the home since that time, and it has served a good purpose. The benefits were so apparent that some brethren have urged that the time should be extended to six months at least; others have said a year. Careful thought shows the impractability of these suggestions. Extending the time in the Missionary Home only increases the expense to parents who are already overburdened. found also to be advantageous to have fewer numbers in each group, thereby enabling the one in charge of the Home to make more personal contacts. The principal aim, therefore, in the Missionary Home is to check on each one's fitness, and worthiness, and to impress each and all with the idea what it means to go out to represent the Church and to be ordained and set apart to represent the Lord Jesus Christ.

Missionary Classes in Wards:

Preparation for this responsibility should be carried on at home. To this end, it is recommended that prospective missionaries take at least one year's training in the local missionary class. Formerly membership in these classes was restricted to young men and

women who were specially chosen by the Bishopric as prospective missionaries. Now, however, we find the privilege of enrolling therein is extended to all young men and young women who are prepared to join. The General Secretary of the Sunday School Board informs me that there are now 466 missionary classes in the Stakes, and 85 in the Missions, or a total of 551 in the Church with a membership in the Stakes of 12,124, and in the Missions, 1,165, or a total of over 13,000 taking that class.

Thus you see that what we are recommending is already established. What we should like to ask now is that Bishops see to it that their prospective missionaries take advantage of the opportunity thus provided to study the Gospel. If the proposed plan be ideally carried out, every prospective missionary would spend two years in that class at little or no added expense. What an op-

portunity for study and training!

Whenever it is thought advisable to do so, this local missionary class may be made up of students from two or three adjacent wards. In such cases, each local school should be given credit for attendance of its members in this class.

Special Interviews:

It is suggested that hereafter before the call is issued every prospective missionary be interviewed by either one of the Council of the Twelve or one of the First Council of Seventy. The advantages of this are apparent: First, the Bishop will be aided in his desire to choose the very best representatives in his Ward. Second, these brethren will interview and report on special qualifications of the missionary which will aid in assigning missionaries to those fields in which they can

render the most efficient service.

The details of arranging for these interviews, and reporting the names of prospective missionaries for their calls, will be left to the Council of the Twelve Apostles. It will mean that when you have missionaries in mind you should have the list ready at least six months before you issue the call. The plan has been presented to the Twelve, who have the details already under careful We believe that you will consideration. find that this co-operative effort and the emphasizing of the missionary classes will raise the standard of our missionaries. Let the idea be emphasized throughout the entire Church that when a young man enlists under the missionary banner it means that he is superior in every way-in character, in faith, and in a desire to serve the Lord.

God bless all who unite in the effort to raise this standard, I pray in the name of

Jesus Christ. Amen.

ALBERT HAMER REISER

General Secretary of the Deseret Sunday School Union

By George D. Pyper

Our cover picture this month is that of our genial, efficient, and much beloved secretary, Albert Hamer Reiser. It is used without his knowledge or consent, and the writer will have to make peace with him in an endeavor to overcome his native modesty, a quality with which he is abundantly supplied.

Born August 31, 1897, in Salt Lake City, Utah, of parents who were faithful Latterday Saints all their lives, Brother Reiser's boyhood and youth were spent in a religious atmosphere in which he absorbed the fundamental principles of the restored Gospel. He was, in fact, a good student in all the avenues of learning.

He was graduated successively from the Salt Lake City public schools, the Latter-day Saints Business College, and the University of Utah. He is an expert book-keeper and stenographer. In addition to the theory, which he acquired in school, he has had ample practice in these arts at the University of Utah, where he was assistant registrar for one year and in the office of the Sunday School. He is a full-fledged lawyer, having been admitted to the Utah bar after having studied law at the local university. He has also had expert tutorship in visual education at the Brigham Young University.

In 1920 he and Elizabeth Baxter were married in the Salt Lake Temple. They have eight children, viz.: Albert Hamer, Elizabeth Lucille, David Emerson, Marilyn Jean, Barbara Anne, Richard Evans, Elaine Marie, and Carolyn Robina. Their home is a model for any Latter-day Saint family to follow.

Brother Reiser came up through all the grades of the Priesthood and is now a High Priest. He was appointed General Secretary of the Deseret Sunday School Union January, 1921, and in the Fall of 1923 sustained



ALBERT HAMER REISER

a member of the General Board of the Deseret Sunday School Union, serving also as General Secretary.

These eighteen years of constant service, devoted exclusively to the Sunday School cause have given Brother Reiser a knowledge of the work involved which perhaps no one else possesses. His cheerful disposition, his natural aptitude for details, and his long experience have made this possible.

The General Superintendency wishes him a long life of service in the Sunday Schools. and in this we feel sure all our workers everywhere join us.

THE MAJESTY OF KINGS (A Sonnet)

By Bertha A. Kleinman

How would I brave the majesty of kings, Were they to summon me to audience, How would I fare amid the gorgeous things Of stately courts and their magnificence? What do I know of kingly art and grace, Lo! I who walk the common thoroughfares, How would I greet a monarch face to face, And how exploit to him my comely wares?

How shall I brave the Utmost Majesty, When He shall summon me to swift account. What must my passport and credentials be To stand with Him, transfiguered on the Mount?

O, I have far to go in ways of Grace E're I can meet my Maker face to face!

THE PASSING OF DR. FREDERICK J. PACK

In the swift march of Time, death has again invaded the ranks of the Deseret Sunday School Union Board and taken another



DR. FREDERICK J. PACK

valuable and esteemed member. This time the Reaper called for our beloved Dr. Frederick J. Pack, who passed on December 2, 1938.

In a comparatively short time five honored members of the General Board have been taken, viz.: Henry H. Rolapp, Horace H. Cummings, George M. Cannon, John Fr. Bennett, and now Frederick J. Pack. Their places will be difficult to fill

Impressive services were held for Dr. Pack in the Assembly Hall, December 6, 1938. The General Board attended

in a body and sent the following letter of sympathy to the family of the deceased:

December 3, 1938.

Sister Sadie Grant Pack, and Family Dear friends:

The passing of our highly esteemed and beloved associate, Elder Frederick J. Pack, has cast a solemn sadness upon the hearts of the members of our Board.

We counted it our good fortune when in September, 1930, he became a member of the Deseret Sunday School Union Board, for he had already by that time served the Church and the people brilliantly and had thereby gained eminence and honor.

He had officiated in various capacities in the Church and particularly in the Sunday Schools. As Stake Superintendent of one of the largest stakes in the Church, he had gained invaluable experience and had demonstrated executive ability which made him a very useful and influential member of our Board.

One particularly absorbing interest and activity of his life brought countless numbers of young people to him for guidance. It was his testimony of the Gospel and his enthusiasm for the sciences to which he devoted his scholarship with such marked success. His friendly patience and convincing advice brought comfort and strength to hosts of youth who sought him.

To our service, he gave himself without stint. To the preparation of major courses of study, to filling numerous speaking appointments in all parts of the Church, to the deliberations of important committees and to the production of annual conference programs in the Tabernacle he applied his energy and talent liberally and with impressive effect.

These are but a few of the reasons why we shall feel his absence sorely. So great an aid has he been to his Sunday School associates that his passing is deeply mourned. Our hearts go out to you in sympathy, and we earnestly pray for the spirit of the Lord to comfort and sustain you, for we know how dearly he loved his family and how unselfishly he devoted himself to your interests and welfare. In this he was zealous, fervent, self-sacrificing as in everything else he loved.

The faith which sustained him so completely he shared so liberally with you, that we know the Lord will bless you abundantly though you suffer so deeply now because of

your bereavement.

Sincerely and affectionately your brethren and sisters of the DESERET SUNDAY SCHOOL

DESERET SUNDAY SCHOOL UNION BOARD

GEORGE D. PYPER, MILTON BENNION, GEORGE R. HILL, JR., General Superintendency.

A. HAMER REISER, General Secretary.

When you climb up a ladder you must begin at the bottom, and ascend step by step, until you arrive at the top; and so it is with the principles of the Gospel—you must begin with the first, and go on until you learn all the principles of exaltation. But it will be a great while after you have passed through the veil before you will have them. It is not all to be comprehended in this world; it will be a great work to learn our salvation and exaltation even beyond the grave.

—"Teachings of Joseph Smith," p. 348.

THE DESERET SUNDAY SCHOOL UNION

George D. Pyper. General Superintendent; MILTON BENNION, First Assistant General Superintendent; George R. Hill, Second Assistant General Superintendent; Albert Hamber Reiser, General Secretary; WALLAGE F. BENNETT, General Treasurer

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Advisers: Stephen L. Richards and John A. Widtsoe, of the Council of the Twelve

FROM THE DESK OF THE GENERAL SUPERINTENDENCY

GREETINGS AND GOALS

The General Board of the Deseret Sunday School Union greets all Sunday School workers on this New Year for their consistent and untiring work in the cause of righteousness in 1938. You are winning. The Sunday Schools are growing in number, in attendance and in the quality of their accomplishments. Yours is a service of love which brings its own reward in proportion to the quality of that service.

Last year the Sunday School set as its goals, first the enrollment within its ranks of a greater number of members and second more effective teaching of the Gospel, (a) by providing more of its members with Quarterlies—the Sunday School text, (b) by making the work of teachers more effective through The Instructor, Union Meetings and other means, (c) by improvement of the quality of worship, (d) through more effective singing and music. The results of these projects have been gratifying.

In 1939 it is proposed that we set as goals a five percent increase in Sunday School enrollment and one hundred percent use of the Quarterlies and Instructor. Only by setting goals of accomplishment and dates when we expect to reach those goals can we realize the maximum achievement.

A. Hamer Reiser, General Secretary. Deseret Sunday School Union Board,

George D. Pyper, Milton Bennion,

George R. Hill, General Superintendency.

The Way To Happiness

Keep your heart free from hate, your mind from worry. Live simply; expect little; give much; fill your life with love; scatter sunshine. Forget self. Think of others, and do as you would be done by.—Anon.

TOPICS DISCUSSED AT MEETING OF SUPERINTENDENCIES AND SECRETARIES—SALT LAKE CITY, OCTOBER 9, 1938

PREPARATION MEETINGS

Superintendent Milton Bennion explained that Superintendents Council Meetings should be held each week for the purpose of getting the Sunday School ready for the following session and for the consideration of problems and special matters which come up. The secretary as a rule should meet with the superintendency to furnish necessary information as it may be called for.

Prayer Meetings are highly recommended as a means of getting the officers and teachers in the spirit of the Sunday School work before the school begins. Directions for holding the prayer meeting appear in the Handbook. In this meeting a brief announcement of matters of concern to everyone can be presented and preparation for the session to follow. The monthly report and business meeting is often neglected. The whole staff of officers and teachers should have part in the administration of the school and should be thoroughly informed concerning its prob-In this meeting the group gets the benefit of the wisdom and judgment of each member.

TOOLS OF TEACHING

Superintendent George R. Hill stressed the fact that the Sunday School is commissioned to teach the Gospel to the entire membership of the Church and in order to do this it is necessary, first, to secure the attendance of the membership; second, to make certain that when they come they are in fact taught the Gospel. He stressed the importance of thorough preparation on the part of teachers and the need of their being fully equipped with the tools of teaching. To this end The Instrutcor is an invaluable aid to the teachers and the Quarterly text materials are essential for pupils.

He emphasized further the fact that the availability of these materials is the first step and that their real value is dependent upon their being intelligently used. He emphasized that achievement is precisely in terms of what is specifically planned for. General planning cannot accomplish specific results.

He pointed out that the General Board has performed its service to the Church in providing *The Instructor* and the Lesson Quarterlies, but the responsibility for applying them intelligently and putting them to effective use is the particular responsibility of the stake and ward workers.

He suggested that in the Primary and Church History classes, teachers may find it desirable to utilize the Quarterlies in periods of supervised study each Sunday. He suggested that the names of the pupils be written on the Quarterlies and that the teacher be encouraged to keep the Quarterlies throughout the months of their use, in his possession to be given to the individual pupils at the end of the quarter. This procedure may also be necessary and desirable in classes above Church History, but as a general rule teachers should be governed by circumstances and by the possibility of securing some home preparation by the older pupils.

He stated that only to the degree that the text material is specifically and regularly used in promoting self-effort on the part of pupils and independent study and activity can the best means of teaching be made available to us.

TEACHER-TRAINING

Elder John T. Wahlquist stated that reports sent to the General Board reveal that in 1937 there were 154 Teacher-Training classes with an enrollment of 1624 students. These are confined to 48 stakes. In 1936 there were 177 classes with an enrollment of 1724 in 54 stakes.

He read a list of the stakes having classes both years and pointed out that in this group were small, medium and large stakes, rural, urban and suburban stakes, stakes in large centers, stakes widely scattered. In fact, that the classes in these stakes had encountered about all the obstacles any stake will meet and that every one of these obstacles has been overcome by someone.

There are approximately 30,000 Sunday School officers and teachers. It is estimated that a typical stake turn over is 20% a year. In the six months' Teacher-Training course

In the six months Teacher-Training course we can give prospective teachers some insight into teaching and make conditions in the Sunday School more nearly comparable to conditions in the day school. Whether the Sunday School teacher wills it or not, she is in open competition with the day school teacher. Consciously or unconsciously, the pupils are making comparisons.

"I am inclined to think that the only way we will solve the turnover problem will be in preparing teachers so they will teach successfully, get a thrill out of teaching and want to continue. The Teacher-Training text is the same as used last year, it consists of two divisions, the first written by Dr. Merrill and the remainder an abstract of the Teacher-Training book by John T. Wahlquist. These are printed under one cover at a nominal price, 25c a copy. I suggest that you take some of these books with you and start on time and keep on schedule. If you stay on schedule you will complete the course by Conference time next spring. Lesson helps for the teacher trainer appear in The Instructor."

THE DIME FUND

General Treasurer Wallace F. Bennett explained that the need of the local Sunday Schools for funds with which to equip themselves for effective work, has been a problem which the General Board has for a long time been interested in solving. Accordingly, the decision was reached to enlarge the Dime Fund basis to permit of dividing the proceeds from the collection among the General, Stake and Ward Sunday School organizations. To establish a General and Stake fund comparable to that of previous years, the Church average enrollment in the Sunday School was fixed as the basis and the ward population was established as the gross basis to enable the schools to collect funds for their own treasuries.

He explained that the new plan will not particularly alter the income of the General and Stake Boards. It was not intended for this purpose, but rather to provide funds to be distributed to the local schools. This basis, he explained, more fairly distributes the financial responsibility for the Sunday Schools over the Church as a whole as well as provide for the ward Sunday School to participate in the collection of the Dime

Fund.

The schools successful in raising the allotment set for the General and Stake Boards are enabled by this plan to collect beyond this amount and can possibly obtain as much

again for "themselves.

"He explained that this is a transition year and that the change over to the new basis is necessarily associated with some difficulties which should be more readily adjusted another year. He urged the stake and ward officers to strive to realize the possibilities of the plan and aim to obtain for their schools the benefit of the enlarged basis.

He expressed appreciation for the way stake officers have met difficulties for the General Board and have undertaken to smooth them out. He expressed the hope that next year the plan will work definitely to the benefit of all departments of the Sun-

day School.

ENLISTMENT WORK

Elder Junius R. Tribe received instructions circulated to the ward superintendents relative to the taking of the census and the compilation of the information upon the five Sunday School rolls. He explained that Stake Superintendents will have general supervision of enlistment work throughout the stake and that similarly the ward superintendent should be the supervisory officer in the wards. In addition, in the wards, there should be an enlistment director and a secretary. The secretary will serve as an assistant to the regular Sunday School secretary. The director is responsible to the Sunday School superintendency. The director should be a person of influence with boys and girls. The record of all families should be kept up to date with a periodic check up by the enlistment secretary.

In classes where class officers have been sustained, this group can serve as an en-listment committee. Where this organization is not set up, an enlistment committee of the pupils should be appointed. Whereever possible, personal contact should be made by the members of the class. The class enlistment committee should work under the direction of the ward Enlistment Director. Monthly meetings with each of the class enlistment committee will be held by the director when enlistment assignments of two individuals to each officer will be given. Periodically the officers will report to the enlistment director. Problem cases will be referred to him. He may find it necessary to confer with the bishopric and the ward superintendency on these matters.

Each month in *The Instructor*, articles appear relating to enlistment work.

PRODUCING THE SUNDAY SCHOOL PROGRAM

By Elder Earl J. Glade

"To produce" (using that verb in a professional sense) a Sunday School service, is carefully to keep a hand on all of the controls that make for the glorious spiritual achievement of a well conducted Sunday School. The principal controls are: preparation, presentation and timing. Obviously these controls must be in the hands of the superintendency.

As the time element is one of the most vital in the executive direction of a Sunday School and in its successful conduct, I ask your kind attention first to our suggestive Sunday School time log. I suggest that each

superintendent prepare an ideal time log for his school and then keep an informal check each Sunday by logging the service as it proceeds. It has been proved that while you work for an appreciation of the time element, you also work for quality of preparation and refinement of presentation. This automatically takes care of discipline. Keeping a school on schedule has an inspiriting effect. For instance, almost anyone among us can give a so-called short talk without any preparation; but just anyone cannot give a two and one-half minute talk without preparation.

Therefore, become time-conscious—Realize that you can misspend other things than money.

Use standard time signal given by radio. Certainly the watches of Sunday School teachers, of all people, should say, 'I'm right;

I'm right, and not I'm wrong. I'm wrong.' In radio, preparation always pre-supposes rehearsals. We can't very well have general rehearsals in Sunday School, but we can anticipate much of the preparation by being on the job ahead of schedule. If prayer meeting starts at 9:45, you can't possibly be all there on time if you breeze in breathlessly exactly at that moment. We should ease our way into our Sunday Schools with moments to spare and not just squeeze into them in a

dead heat, and gasping.

Therefore the superintendency should be on hand at 9:30 in the morning to look over the premises and to check the 99 things that need attention. If your teaching faculty has been trained right, you will know of and will have already anticipated absences. We invite you to teach your associates to like your policy of being 100% prompt and prepered, or else. There must be no OR ELSES.

Prayer meeting is where the superintendency gets out its tuning fork and sounds its spiritual 'A.' Without a prayer meeting, the Sunday School teacher-orchestra will have to play without having tuned up and—may I be so youthfully informal as to say 'Oh Boy—it will sound like it.'

Speaking of prayer meetings and prayer, let's remember that prayer consists of four parts: Salutation, statement of gratitude, supplication and closing. Give the spirit of your prayer a chance to express itself in modest but pleasant phrasing and not in a

fine orderliness.

Usually the most important part of an uterance is the first paragraph. Just so, the very first thing you do in the Sunday School general assembly, gives the setting. That's why the announcements should be handled with inimitable skill. Four minutes are al-

lowed on the log. That's too much time; two minutes would be better. Keep out material that is not in harmony with your school spirit, at its best. There are other ways to handle it.

Remember, friends, that everything within earshot and eyeshot becomes a part of your Sunday School program. Therefore, keep all procedures in tune and moving on scheduler.

Don't let such uninvited, special features as a spoiled, parading youngster or a chattery couple walk off with your school.

Keep out discord whether it be visual or auditory. Your song leader is perhaps your most vital group disciplinarian. Encourage him to be positive and constructive—especially in song practice.

Encourage the lesser priesthood to be well groomed and well mannered as they pass the Sacrament—clean of hand and face—to sit right—to walk properly and to be serious-minded.

Let the priests guard well their reading of the Sacramental prayers. Clear-voice modulation, careful articulation and a beautiful spiritual interpretation.

Two and one half minutes are 150 seconds. That's a definite period of time and not a relative one. Speaking at the rate of 120 words in 60 seconds a two and a half minute talk will comprise about 300 words—not 3,000 words, but 300.

The greatest speech ever delivered in America—Lincoln's at Gettysburg—contains just 271 words. It can be read very leisurely in two minutes. In the Lord's Prayer, there are 66 words. It takes less than one-half minute to utter this prayer with proper feeling and expression.

Now then, let's take pride in keeping our two and one-half minute speeches not only in tune with the spirit of our fine schools, but also in step with our time logs. Can't you hear one of your Sunday School girls as she speaks:—

By the time she has finished her two and one-half minutes she will have used about three hundred words. For the purposes to which these talks are dedicated that's plenty. You all know about the operation of the law of diminishing returns.

Now then, it is said that we remember:

10 per cent of what we read

20 per cent of what we hear 30 per cent of what we visualize

50 per cent of what we hear and see at the same time

70 per cent of what we say 90 per cent of what we do."

Therefore, the way to make these suggestions a part of our own equipment is to do something about them.

Now, concluding, the way to bring about the beautiful spiritual quality of a great Sunday School Service, with all of the fine appointments and enthusiastic pupil and teacher co-operation, of which good leadership and direction always make sure, the superintendency may well use the strategy of good program production.

The foregoing demonstrations included method of announcing and giving notice, by Elder Ralph Hardy, reading the Sacramental prayer by Lynn S. McKinley, two and one-half minute talk, Patricia Glade.

THE ULTIMATE AIM

By Elder Stephen L Richards, Advisor to The Sunday Schools From The Council of The Twelve

It runs in my mind to make a mere suggestion. I have listened with very great interest to the delineation of the technology of your business. I want to congratulate those who have taken part upon the program on the excellent way in which they have set forth the things you are to do in your schools. I labored in this organization for a good many years. It is a very important assignment to be told that this organization is to teach the Gospel of Jesus Christ to the membership of the Church. It might be better understood, if we were to break down that assignment into the products which should flow from the enterprize. I am thinking that when the time comes that we measure the success of the Sunday School by the number of missionaries it produces for the Church; by the number of men and women it teaches to pay tithing; by the number who keep their bodies. tabernacles of the holy spirit, free from contamination; by the number who are loyal to the leadership of the Church and conform to the counsel and admonition that come from that leadership, we will arrive at a far more comprehensive and accurate measurement of our success than we have heretofore had. When we come to contemplate that the prime purpose of teaching a boy in school is to make him a worthy and valuable member of the Priesthood of God and that the chief purpose in educating a girl is to make her a priestess in the temple of the home, then I think we will have enlarged our vision and come to see more perfectly what our opportunity and objectives are in this great work.



SARAH A. SANDERS

Sister Sarah A. Sanders has been a teacher in the LaVerkin Ward for 21 years consecutively. LaVerkin Ward is in the Zion Park Stake. As prizes for perfect record by her pupils, she has given, during these 21 years, nine copies of the Book of Mormon and 24 other books.

The Instructor congratulates Sister Sanders on her long services and best wishes for continued success.

THE SUPERINTENDENT'S FRIEND

No. It is not the new handbook, though that will prove to be a pal worth tying to. Nor is it *The Instructor*, which serves as the superintendent's gold mine, because of the wealth of material with which it enriches him and his associates.

It might, with good reason, be thought to be his wife, for it will keep him reminded of every little detail—will keep his Sunday School attractive, neat, orderly, well plan-

ned and well managed.

What it really is, however, is a convenient, attractive note-book containing memorandum forms for superintendents to use when planning prayer meetings and Sunday School sessions. It is designed for use in ward superintendents' council meetings when plans are being made for the next prayer meeting and Sunday School.

It contains order of business forms for a full year. These provide space for all needful memoranda to be written down, the numbers and names of songs, notes on notices, the text of sacrament gems, names of $2\frac{1}{2}$ minute speakers, and the titles of their talks, the names of teachers of all classes with notes as to whether they are present and prepared. These and many other helpful memoranda are provided.

There is a column in which note may be made to show to whom responsibility for following up each feature was assigned and another column where the superintendent may o. k. each item before Sunday School and thus have in black and white a last minute check-up on the readiness of every fea-

The superintendents who will use this "friend" will find it a highly profitable and faithful servant. Schools will show the fruits of systematic planning and preparation. Everyone in the organization will feel the power of readiness and definiteness. Strength and certainty will cultivate a sense of serenity and satisfaction.

Send 25c to the Deseret Sunday School Union Board, 50 North Main Street, Salt Lake City, Utah and a copy of this neatly bound "friend"—the Superintendent's Mem-

oranda will be sent immediately.

Get your copy now. You will hear a lot about it soon and more and more as time goes on.

WHY A LIBRARIAN?

For a number of years, the Deseret Sunday School General Board has been advocating that every Stake Board should have on it a librarian and that each ward Sunday School should have a librarian. On our recent visits, we have discovered that the librarians on the Stake Board and in the local Sunday Schools are few and far between, some of our Sunday School officers never having heard of such a thing in Sunday School.

A librarian can be made one of the most important and helpful officers in any Sunday School organization. On the Stake Board the librarian will cooperate with the Stake Superintendency and build a stake reference library for Stake Board members. The stake librarian should also urge the appointment of local librarians and help them build Sunday School libraries to contain the necessary items and tools for more effective teaching. The ward librarians should have charge and care of the Sunday School Song Books and

see that they are properly distributed and gathered after Sunday School. They should also build a library of maps, charts, pictures and reference books that are recommended for the use of the Sunday Schools. One function the librarian could well perform would be to know enough about the lessons in the various departments to be able to tell teachers what material is available.

We have many efficient and successful teachers in our Sunday Schools. There are also many who are struggling to make their These could be helped classes interesting. materially, if the Sunday School had a good, efficient and alert librarian to help them

gather material.

And so, once again brethren of stake and and ward superintendencies, if you will select a librarian and help him to get started, you will find that the teaching in your Sunday Schools will improve in effectiveness.

A COMMENDABLE RECORD

To have served continuously for fifty years as a teacher or an officer in the Sunday School, is a record of which few can boast.

Yet Sister Sarah Connell Matheson has done just that.

First, she was a teacher in the Parowan Sunday School. That was away back in 1888. Then she became secretary of the school. For five years after that she was librarian in the Beaver Academy. serving meantime



Sarah Connell Matheson

as a teacher in the Sunday School. Later she became a member of the stake Sunday School Board. On her return to Parowan she was made a teacher in the school. During these fifty years, although she was absent a few times, there was always a good reason for her absence.

The Instructor congratulates Sister Matheson on her excellent record, and hopes she may continue her service in the Sunday School work.

YOUTH IN OLD AGE

"Some men never seem to grow old. Always active in thought, always ready to adopt new ideas, they are never chargeable with fogyism. Satisfied, yet ever dissatisfied, settled, yet ever unsettled, they always enjoy the best of what is, and are the best of what is, and are the first to find the best of what will be.'

COURSES OF STUDY FOR 1939

Kindergarten—New Testament (1st four months) Old Testament remainder of the year.

Primary-Old Testament stories.

Church History—Pioneer stories and the history functions of the Church to the present time.

A. Department—Old Testament Biography and Chronology.

B. Department-Gospel Principles of the New Testament.

C. Department-Problems of Latter-day Saint Youth.

D. Department (Missionary)—Gospel Restoration Themes.

Teacher Training—A review of "The Fundamental Principles of the Gospel" and "Elements of Teaching."

Gospel Doctrine—Second year study of the Book of Mormon.



Adagio.

GEO. CARELESS.
Arr. by WILLY RESKE.



SACRAMENT GEM FOR MARCH, 1939

("'Tis Sweet to Sing the Matchless Love"—D. S. S. Songs, No. 73, 3rd Stanza)

"O happy hour! Communion sweet!
When children, friends and teachers meet,
And, in remembrance of His grace,
Unite in sweetest songs of praise."

POSTLUDE





Albert Hamer Reiser, General Secretary

THE NEW MINUTE BOOK

The new Sunday School Minute book will be a pleasant surprise. It provides plenty of space for writing. For many years secretaries have asked for more space in the blanks to permit of writing all necessary details. Accordingly two full pages are allowed for the minutes of one session.

Importance of Lesson and Aims:

The greater part of one page is available for the lesson titles and statement of objectives for every department. This section will come to have greater and greater importance, as it will show the wide scope and intensive character of the study of gospel principles in the Sunday School. Secretaries are urged, of course, to prepare all parts of the minutes with great care and this part with especial care.

Convenient Form:

A convenient method of obtaining the lesson titles and objectives is to attach to each class roll book every Sunday, a small memorandum form entitled "Teacher's Weekly Report." Upon this are provided spaces for the teachers to write the lesson titles and objectives and the summary of the enrollment and attendance statistics of the class for the day. These are returned with the class roll book to the secretary and from this information the data are copied into the minute Printed teacher's weekly report forms may be purchased from the Deseret Book Company in a pad of 100 for 25c. If the secretary has access to a mimeograph or other duplicator, or uses the typewriter, she can prepare such forms herself.

Another Method:

The last few pages of the class roll book are ruled appropriately for memoranda to be made each week of the lesson subjects and aims. If the "Teacher's Weekly Report" form is not used for reporting these data to the secretary, this section of the class roll book should be used by the teacher.

Aid to Supervision:

The secretary should ask the superintendency to instruct the teachers fully upon this procedure and to follow it up each Sun-Page 16

day. This record will prove to be a convenient and useful means of supervising the teaching departments of the Sunday Schools:

Aid to Good Penmanship:

The liberal space allowed for all details of the minutes will give every secretary ample encouragement to apply himself diligently to perfect his penmanship. Let it be your aim to practice penmanship faithfully so that your minute book will in this as in other respects, be a thing of beauty and a source of well-deserved pride to you.

Binding:

The new minute book is available as a one year or as a two year book. For Sunday Schools with Junior Schools, the one year book is intended for reasons explained below. All the new minute books are bound in a special patented binding which has many attractive features of convenience.

MINUTE BOOK FOR THE JUNIOR SUNDAY SCHOOLS

A new minute book is provided for Junior Sunday Schools. This is offered as a special booklet made with a special patented binding and in such form that each page may be removed from the binding of the book when the minutes for the day are completed. The completed minutes can be placed in the hands of the secretary of the main school, who may then, by a very simple device, place the sheet of the minutes of the Junior Sunday School in the binding of the regular minute book between the pages of the minutes for that day.

It is therefore important that schools with Junior Sunday Schools order for the main school the new Sunday School minute books but with a special binding which will permit of inserting the pages of the Junior Sunday school minutes each week. When such schools order the minute books, they should without fail, explain to the Deseret Book Company that they desire the new minute book with the special large binding for inserting the Junior School minutes.

Secretaries are urged to read carefully the instructions appearing in the new Junior

Sunday School minute book and in the regular minute book and to follow these instructions carefully.

Schools which do not have the Junior Sunday Schools should order the new regular Sunday School minute book without the special binding. They may order a two year book if they desire, for \$1.50. The one year minute book with the large binding sells for \$1.00 The price of the new Junior Sunday School minute book is 75c.



General Board Committee: Albert Hamer Reiser, Chairman; T. Albert Hooper, Wendell J. Ashton

A NEW BOOK OF STORIES FOR CHILDREN

Those who knew William A. Morton during his lifetime (he has been dead now for twelve years), will remember his fresh, vivid way of telling stories, whether to children or adults. Of Irish birth and parentage, he inherited and expressed the characteristics of his race. And now, after years of silence in this world, comes his voice again in a book bearing the double title, From Plow boy to Prophet and Mother Stories from the Book of Mormon. It is published by the Deserte

Book Company, Salt Lake City, Utah.

Really, however, it is two volumes in one, as the title suggests. It is a reprint of two books written and published by him, but now out of print. In the first part of the book are thirty-three stories, centering in the life of the Prophet Joseph Smith, and in the second part are twenty stories, covering various sections of the Book of Mormon. Besides, there are nineteen illustrations in the first part of the work, and eight in the second. They are by the local artist, Louis A. Ramsey, and were made specially for this book. The price of From Ploubby to Prophet is \$1.25.

THE SONGSTER'S REFRAIN

By Fred Brind

We sing to the mem'ry of ancestors dear. Of cruelties wrought by the hatred of man! We sigh for our martyrs, and shed the sad tear, Oh praise! we're triumphant 'qainst their cruel ban.

We dream of their blood which was ruthlessly shed, And pray that their sins have been fully atoned; With Millenium's dawn may their hosts be led In peace and in safety—a world long enthroned.

This day, as of yore, our plaint is renewed O'er earth's beauteous surface our hosts do uphold, Their claim to God's mercy; their creed as reviewed Through the flat of heaven, they may enter the fold.

(HORISTERS ORGANISTS

General Board Committee: Tracy Y. Cannon, Chairman; P. Melvin Petersen, Vice-Chairman; George H. Durham, Gerrit de Jong and Wallace F. Bennett

LEADERSHIP IN MUSICAL WORSHIP

If worship is spiritual communion with God, the task of leadership is to create an atmosphere in which communion is possible, to preserve this atmosphere during the period of worship, and to encourage all present to participate in the exercises provided.

to participate in the exercises provided. Worship is an emotional experience, felt only when conditions are favorable. We have all been present at meetings when it seemed as though an impelling spirit of oneness and exaltation swept through the congregation, usually after a fervent testimony, a humble prayer or a stirring song. To create these all-too-rare occasions is the privilege, and function, of leadership in worship. With music as our tool, we have a great op-

portunity to enjoy this privilege.

For leadership in worship, the first requirement is a life and character that inspires confidence and respect. We have all observed that our best remembered experiences of worship are associatd with the people who created them—the man who prayed or spoke -the singer whose song touched our hearts. We sensed their communion with the spirit. We trusted their sincerity and love, and rose to share their exaltation. They were real leaders in worship, and, seeking leadership, our hope should be to find the source of that same power. How? "Seek first the Kingdom of God," the Savior said. Remember that we take into Sunday School on Sunday morning the same self we take to worldly tasks on every other day of the week. We must earn the love and confidence of those we lead by every action and thought of life. We cannot pick them up and lay them down with our batons.

As evidence of our fitness for leadership in worship, our attitude toward our work is vital. Unless we come to our Sunday School service as worshipers, as well as leaders, sincere and humble, we cannot hope to inspire worship in others. Children, especially, can detect the fraud of an insincere attitude and assumed pose. If our service is a task, a bore, a barren duty, they will disown our leadership. Fortunately, our attitude is the product of our own thinking and belief, and we can always bring it nearer to the desired ideal.

Because our emotions respond to outside stimulation, worship can be planned for and achieved, through the careful use of many elements, among which music is of prime importance. In our Sunday School services a fervent spirit of worship, set in motion through our opening music, can rise in everincreasing strength to the climax of the sacrament.

The first planning problem we face is that of content or theme. If we can find a central religious thought for all our music, prayer, and speaking, it will grow in intensity and reach a natural climax. The simplest form for such a plan is one built around such concepts as faith, love, prayer, rejoicing or redemption. With study and knowledge of the words of our songs, such a theme can run through the whole program without making the effect obvious or monotonous, but rather gaining through the strength of cumulative repetition.

The other planning problem of who and when, is one we share with the superintendent. Our contribution should be a written list of all the music which we have carefully selected and are prepared to carry through without fail. No atmosphere of worship can survive the last minute choice, the awkward pause, the hurried stage whisper, the song book leaf-thumbing. It must move smoothly forward without interruption or disturbance.

To these two important principles of leadership, attitude and preparation, a third must be added. Performance is equally vital. What can we say of leadership in action

during worship?

The chief virtue in leadership in action during worship is unobstrusiveness. Worship is an individual experience for the wor-The organist should shiper, not a show. let her music speak for itself, avoiding anything in action, dress or mannerism that turns the listeners' attention from her music to herself. The chorister's directing should be firm, and without flourish, for he should consider himself a fellow worshiper—not a performer. Practical suggestions? Sing, don't preach or scold. Lead firmly, but don't emphasize the mechanics of the baton like a drum major. Avoid foot-stamping. book-pounding, shouted directions. corrections for the singing practice. If some class doesn't take part to your satisfaction, discuss it with them and their teacher in the

(Continued on page 27)

DO WHAT IS RIGHT.

TRACY Y. CANNON.





General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice Chairman; Frank K. Seegmiller, Albert Hamer Reiser, M. Lynn Bennion and Earl J. Glade

LESSONS FOR MARCH, 1939 CLASSROOM ROUTINE AND DISCIPLINE

Lesson 9. For March 5, 1939

Text:

Wahlquist, Introduction to Teaching, Chapter IX.

Reference:

Wahlquist, Teaching as a Direction of Activities, Unit III.

Objective:

To appreciate the fact that good discipline is inherent in good teaching.

Point of View:

Discipline has very aptly been described as "the fine art of creating fellowship." other words, discipline consists of mutual confidence, trust, respect, and goodwill existing between members of the class towards each other and towards the teacher. create such an atmosphere in which students are serious-minded and eager to learn and where the general morale of the class is very high is the goal which may well challenge the teacher to exert the full force of his personality.

Methodology:

You may wish to discuss the following

 In what way does good classroom management contribute to good discipline?

Distinguish between positive and negative disciplinary measures.

Is a quiet room always conducive to fruitful learning?

4. What are the causes of poor discipline? 5. List as many personal factors about teachers which directly affect discipline as you can, such as humor, tact, friendliness,

adequate preparation, etc.

It sometimes happens that even in good classes one or two students may attempt to disrupt the harmony of the class. It is best for the teacher to try to make a contact with these students through personal interviews. It is suggested that the following questions be asked in these interviews:

What did you do?

2. What harm did it do?3. What are you going to do about it?

If the teacher is tactful and sympathetic

it is entirely possible that he may get the offender to state and recognize his own offense. If he is then willing to correct it he should be restored to class. However, if he absolutely refuses to do it he should be deprived of the Sunday School class privilege until he does see the need of reconstructing his behavior.

GROWTH IN TEACHING

Lesson 10. For March 12, 1939

Text:

Wahlquist, Introduction to Teaching, Chapter X.

Reference:

Wahlquist, Teaching as a Direction of Activities. Unit IV.

To see and appreciate the possibilities for growth in teaching through persistent study and practice.

Methodology:

High School students recently gave the following reasons for liking a teacher best. They are suggestions toward which all teachers should grow.

 Is helpful with school work, explains lessons and assignments clearly and thoroughly, and uses examples in teaching.

 Is cheerful, happy, goodnatured, jolly, has a sense of humor, and can take a joke.

3. Is human, friendly, companionable, one of us.

4. Is interested in and understands pupils. 5. Makes work interesting, creates a desire to work, makes classwork a pleasure.

Is strict, has control of the class, commands respect.

7. Is impartial, shows no favoritism, has no pets.

The following reasons are given for not liking a teacher and are things which every teacher should strive to overcome and to avoid.

 Inconsiderate of people's feelings, bawls out pupils in presence of classmates; pupils are afraid and ill at ease and dread class.

Is not interested in pupils and does not understand them.

3. Makes unreasonable assignments.

4. Is too loose in discipline; no control of class; does not command respect.

5. Does not stick to subject; brings in too many irrevelant, personal matters; talks too much.

"We did not learn what we were supposed to."

7. Dull, stupid and uninteresting.

-Frank W. Hart, Teachers and Teaching,

pp. 131-150.

It is suggested that one or two stake board supervisors be invited to participate in this lesson and speak on the question, "What are the most effective ways to stimulate teachers to grow and to increase their effectiveness." A student might then be asked to discuss what particular help he might expect to get from supervisors.

REVIEW

For March 19, 1939

This period should be devoted to review with one main purpose, to help the members of the class to summarize the teacher training course and gain a comprehensive grasp of the course as a whole.

The teacher-trainer can aid in this process by placing a general outline of the course upon the blackboard and then by leading the class in developing the parts and their relation to the whole.

In advance, assignments may be made to individuals to present brief summaries of the main points to be remembered about each part. The following may assist in preparing

the review and assigning the brief reports:

1. Name four basic principles of educa-

tion:
2. List several causes of inattention in

Church classes:
3. List several factors in an effective reci-

tation-discussion:
4. List the keys to effective-lecturing:

5. List elements in the technique of story-telling:

6. List the steps in problem-solving:

7. List three types of problems:8. List visual aids in teaching:

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9. List the functions of an assignment:

 List ten ways of adjusting to individual differences:

11. List several principles to be observed in directing study:

12. List the characteristics of a good ques-

tion:
13. List the elements of the lesson plan out-

lined in the text:

14. List several routine features of a well-

conducted class:
15. List the causes of poor discipline:

16. List in order of importance some disciplinary measures:

17. List weaknesses in teachers:

At least ten of the above items should be mimeographed in advance. However, the teacher-trainer may rightly prefer a less bookish test of his own.

These can be presented to read meaning into the blackboard outline.

If time permits use a portion of this time to obtain information necessary to prepare the graduation certificates which are to be issued to members who have completed the course to the satisfaction of the teacher-trainer.

GRADUATION EXERCISES

For March 26, 1939

These exercises may consist of appropriate musical selections, address to graduates, presentation of certificates and announcement of the assignment of the graduates to teaching positions.

This assignment should be read aloud at the time each graduate is awarded the diploma. Obviously the actual assignment is a cooperative affair, involving the Bishopric, the Ward Superintendency, the Stake Board, and the Teacher-Trainer.

The Stake Board members should take note of these assignments and favor the beginning teachers with early visits and conferences. Furthermore, these individuals should be assigned parts in the department sessions of the Union meetings.

For the first time in the history of the Church, the teacher-training program should close with 6,000 new teachers on the job.

A Time-Saving Practice

The bishops in two Stakes in Southern California follow the practice of President Grant in every General Conference of the Church. They refer the members of their wards to the printed bulletins for announcements as to what is to take place during the week. This saves from two to five minutes of the extremely valuable Sunday School time.



UNION MEETINGS

General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice Chairman; Frank K. Seegmiller, Albert Hamer Reiser, M. Lynn Bennion and Earl J. Glade

MARCH UNION MEETING

CHARACTER VALUES IN SUNDAY SCHOOL GENERAL EXERCISES

The learning situations developed by the opening exercises of the Sunday School are proposed for discussion in the March Union Meetings. To aid in the presentation the General Board is preparing a film with script.

The stake superintendent should arrange with the stake presidency for the use of the stake film slide projector and sound reproducer. Complete instructions for the use of the film in the demonstration proposed to be given in the opening exercises of the Union Meeting will accompany the films.

Before the film is presented the stake superintendent or teacher-trainer should make a brief explanatory statement designed to prepare the audience. One of the chief purposes of the film presentation is to clarify the opportunities for pupil activity which are offered by the general exercises of the school. The officers and teachers should be asked to note the various features and evaluate them in terms of the learning which pupils may gain by participating actively and cheerfully at every opportunity.

Teachers may be asked to cooperate by encouraging the pupils to participate in the general exercises on the highest and most inspirational level possible. To this end the learning values in each of the musical features, in the prayers, in the sacramental serv-

ices, in the $2\frac{1}{2}$ minute talks, in punctuality, order and reverence should be amplified.

In the departmental sessions the educational possibilities of the 2½ minute talks should be treated. The General Board recommends that all possible 2½ minute talks be developed first as reports on simple class room asignments. Teachers should help the pupils to develop and improve these until they are worthy of being given in the opening exercises.

Subjects suitable for 2½ minute talks, which grow naturally out of the lessons and which the pupils understand and can talk about intelligently should be suggested as a part of the departmental discussions.

Effective methods of memorizing the sacramental gems and of preparing the class members to participate in this exercise with satisfaction is another appropriate subject.

Ways of promoting wholesome attitudes which find expression in punctuality, order-liness, reverence, consideration for others and similar outcomes encouraged by the opening exercises, should also be given attention in the departmental sessions.

As a result of the demonstration in the opening session of the Union Meeting and the departmental discussions every Sunday School officer and teacher should have a clearer and more stimulating idea of the importance of the opening exercises and what he can do in his classes and in the discharge of his particular responsibilities to make every Sunday's worship service inspirational and high in character-building value.

THE GLAD HAND



Once a man visited a strange town in Western America. Having nothing to do on a Sunday, he went to the only church there—a community organization.

The minister shook his hand at the door, showed him to a good seat and put into his hand a Bible and a hymb book. After the services he again shook hands with the stranger, expressed the hope that he had enjoyed the services, and invited him to come again whenever he visited the town.

The stranger went away feeling tremendously important! What are you doing in your Sunday School to swell the ego of its members?

HE MISSIONS

General Board Committee: James L. Barker, Chairman; T. Albert Hooper, Charles J. Ross, Junius R. Tribe, Don B. Colton

MEETING WITH MISSION PRESIDENTS

The Superintendency and Missionary Committee of the Deseret Sunday School General Board met with the Mission Presidents during the recent Conference in one of the most profitable meetings ever held. Many items of interest were discussed. The prompt filing of reports, the use of The Instructor and Quarterlies and supervision of Mission Sunday Schools were stressed. A more permanent resident supervisor was suggested who could perform such functions as the following:

1. Conduct Annual Conventions or Institutes for the training of Sunday School

workers;

Conduct Teacher-Training work;

3. Supervise the work of the Home Sunday Service;

4. Encourage and help to organize new Sunday Schools;

5. Encourage the maintenance of high Sunday School standards;

Encourage good record and statistical work;

Plan special programs for Easter, Mothers' Day and Christmas.

President El Ray L. Christiansen of the Texas Mission, expressed appreciation of the "Home Sunday Service" for members not privileged to attend regular organized Sunday Schools. A few excerpts from letters were read, some showing actual conversions and baptisms directly traceable to the service. All the Mission Presidents endorsed the value of the "Home Sunday Service" and it was decided to support a new course of study for 1939.

General Superintendent George D. Pyper congratulated the Mission Presidents on the improvement in the Mission Schools during

the year.

At the close of the meeting the wives of the Presidents joined them at the Lion House Social Center where a delicious luncheon was served.

A SUNDAY SCHOOL ACTIVITY PROIECT

The picture below is a photograph of a window display presented by the Burns Sunday School, Church of Jesus Christ of Latter-day Saints during fair week of the Har-ney County Fair, held in Burns, Oregon, September 16th, 17th and 18th, 1938. This was done through the courtesy of the Wendell Cash Grocery and the diligent efforts of every member of the Burns Sunday School except the Superintendent, Robert S. Davidson, who was away attending the government conference at Reno, Nevada.



WINDOW DISPLAY AT BURNS, OREGON

The covered wagons and ox teams were hand carved by a Mormon pioneer who crossed the plains to Kaysville, Utah, in 1862. His name is Daniel Harvey. His daughterin-law, Sister D. W. Harvey, was in charge of presenting this beautiful window display. It depicts the typical Mormon pioneer camp in the mountains.

Connected with this picture is the story of a spiritual self-starter—an example of how the Latter-day Saint carries with him the Sunday School idea wherever he goes.

Elder Roland S. Davidson and his wife, both Utahns and married in the Temple, went to Burns, Oregon, some time ago. Not knowing whether or not there were others of their faith in this town, they began to hold Sunday School in their own home. At that time they had three children. Then they put a notice in the local paper that there would be a meeting of Latter-day Saints at their home on a certain evening. To their surprise and delight twenty persons appeared at the appointed hour. Already they had got in touch with the head of the mission, who told them to continue in their work. Then a Sunday School was organized, which has continued to the present. Attendance increased till there were twenty-five members. Once there

were thirty-five in attendance. Presently a sacrament meeting was organized, which had a similar attendance, once thirty-nine persons.

Only one other, besides Elder Davidson, holds the higher priesthood. But the little group has been greatly blessed. In this small company of Saints are some young women who married outside the Church—which makes Brother and Sister Davidson realize more than ever the necessity of being married in the Temple. "It thank my heavenly Father," Elder Davidson says, "as well as my parents, that I was brought up with a conviction and a will to marry in the Temple and receive the wonderful blessings bestowed there, which mean so much out here in the desert."

"Brother and Sister Nibley," he adds, "have been an inspiration to us, with their patience in answering our many and lengthy letters."

Two months ago there appeared in the window of a grocery store in Burns, Oregon, the exhibit shown in the accompanying picture.

We commend this initiative and energy to other Latter-day Saints who may be similarly situated.



JAPANESE SUNDAY SCHOOL, HONOLULU, HAWAII
In the picture may be seen President and Sister Hilton A. Robertson, Apostle and Sister Joseph Fielding Smith, Sisters Matsumoto and Natchie.



SECOND YEAR BOOK OF MORMON

For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age, Not Otherwise Assigned.

General Board Committee: Herbert B. Maw and Gerrit de Jong

LESSONS FOR MARCH

AMULEK'S SERMON TO THE ZORAMITES

Lesson 8. For March 5, 1939

Text:

Alma, 34-35; Gospel Doctrine Quarterly.

Objective:

Through the atonement of Christ, justice and mercy for the wayward has been substituted for punishment, and love has supplanted vengeance.

Outline of the Narrative:

Amulek Addresses the Zoramites.
 a. Testified that Christ would come.

b. Exhorted the people.

To repent of their sins.
 To pray regularly.

II. The Missionaries Go To Jershon.

a. Alma and Amulek go first.b. Followed by the others.

c. Many converted.

III. Persecution of the Zoramite Converts.

 a. Rulers drive Zoramites, who believed the missionaries, from their homes.
 1. Refugees go to Jershon.

They are received by the Ammonites.

 Ammonites threatened for harboring the Zoramite converts. Ammonites unimpressed by the threat.
 IV. Preparations For War.

a. Zoramites prepare to invade Jershon.

 b. Zoramites unite with the Lamanites to subdue the Nephites.
 V. Alma Arranges To Counsel His Sons.

Suggestions on Supplemental Material:

For purposes of co-ordination, it is suggested that the life and activities of Amulek be reviewed briefly. Make clear to the class that the war which grew out of the events in this lesson was the one which resulted in the destruction of Amulek's home town—the wicked Ammonihah. (See Alma 9-16 inc.)

Gospel Topic Suggestions:

A. Have a student explain the attitude toward sin which was held by the Jews before Christ.

1. Sin required physical punishment. An eye for an eye, a tooth for a tooth.

2. The sinner must be made to suffer.

- B. Make clear the thought expressed by Amulek, that:
 - The atonement for the sins of the human race required an eternal and infinite sacrifice.

2. Jesus was the only one capable of

fulfilling this requirement.

C. Discuss Alma 34:32, "For behold, this life is the time for men to prepare to meet God; yea, behold the day of this life is the day for men to perform their labors."

D. See Gospel Doctrine, page 338, for a statement by President Joseph F. Smith as to the purposes of this life; also see Discourses by Brigham Young, Chapter VII, page 133, for material on the subject of mortal life.

ALMA INSTRUCTS HIS SONS

Lesson 9. For March 12, 1939 Text:

Alma, 36-38; Gospel Doctrine Quarterly

Objective:

The seeds of testimony should be planted in the children of the Church by their parents.

Outline of the Narrative:

I. Alma's Instructions To Helaman.

 a. He tells of the goodness of God to Israel.

b. Promised that God would support all who put their trust in Him.c. Related events in his own life.

1. His early campaign against the

the Church.

His sufferings because of his sins.
 His conversion after seeing an angel. The joy the Gospel

brought to him.
4. His activities in the Church.
1. As a missionary.

As a missionary.
 As an officer.

5. The protecting care extended to him by the Lord.

 d. Told of the journey from Jerusalem to the Promised Land.

II. Alma Delivered the Records of the Nephites to Helaman.

a. Instructs him to preserve them.

b. Instructs him to record an account

- of the Nephites during his generation.
- c. Impressed upon him the importance of record keeping.
- d. Again admonished him to be faithful to the Lord's commandments.
- III. Alma Instructs His Son Shiblon. a. Commended him for his faithfulness.
 - b. Testified to his son that there was no way to be saved except through Christ.
 - c. Gave a father's blessing to him.

Supplemental Material Suggestions:

Give an account of the lives of Helaman and Shiblon with the view of discovering the effects which Alma's example and instructions had on them. For additional material on their biographies, see Reynold's Dictionary of the Book of Mormon.

Gospel Topic Suggestions:

A. Review the commandments of God relating to the duty of parents to teach their children. (Doctrine and Covenants 68:25.)

B. What are the values coming from the practice of fathers blessing their children? C. Relate the accounts of the blessings by ancient religious leaders of their children—

Isaac, Jacob, and others.

D. What are the practices in our Church today in the matter of blessing children. (See Doctrine and Covenants 20:70.)

E. Consider the effects that the testimony of Alma that he had seen an angel face to face would have on his sons. In this connection, discuss the results of the bearing of testimonies on (a) the speaker; (b) those who hear.

F. Have the class formulate ways and means of stimulating more bearing of testimonies by parents to their children in your

own ward.

CORIANTON HEARS HIS FATHER

Lesson 10. For March 19, 1939

Text:

Alma, 39-42; Gospel Doctrine Quarterly.

Objective:

One must understand the principles of the Gospel in order to appreciate them.

Outline of the Narrative:

- I. Corianton Was Wayward and Skeptical.
 - a. Associated with harlot while on mission among Zoramites.
 - b. Questioned many religious doctrines.
 - c. His conduct caused many to reject the Church.
- II. Alma Taught His Son.
 - a. Explained the gravity of sexual sins.

- Pointed out that he cannot hide his sins from God.
- c. Urged him to repent.d. Asked him to counsel with his older
- brothers.

 III. Alma Explained Church Doctrines.
 - a. The resurrection from the dead.
 - 1. It is universal.
 - State between death and the resurrection.
 - a. Length of time between the two is unknown.
 - b. Spirits of all—good and bad—return to God.
 - The righteous live in a state of happiness called paradise.
 - The wicked spirits will be assigned to their kind.
 They continue thus until
 - they are resurrected.

 3. The resurrection is a literal reuniting of the body and the spirit.

Supplemental Material Suggestions:

Give an account of the future activities of Corianton with the view of showing the good results which followed the effort of Alma to save his son. (See Reynold's Dictionary of the Book of Mormon.)

Gospel Topic Suggestions:

A. Point out the differences between Alma's explanation of Paradise and those of many Christian denominations of today.

B. What was the effect of the promise of Jesus to the thief on the cross when He said, "Today shalt thou be with me in

Paradise"?

C. It seems apparent that the doctrine of Nehor as to the salvation of mankind were understood and believed by many Nephites. They had made a definite impression on Corianton. Nehor had taught that everyone would be saved in the end, regardless of his mode of living on earth. From this doctrine seemingly evolved the theory that the "restoration" meant the restoring of the wicked from a state of sin to happiness. Instructors should emphasize the teachings of Alma on this point. He taught his son that 'restoration" meant no such thing, but that it signified that each would be restored to its kind—the body to its spirit—the righteous to righteousness and the wicked to wickedness. It will be of interest to point out with illustrations, the existence of these two theories in modern Christendom.

D. Instructors should make clear that the term "restoration" as used during Alma's time referred to an entirely different subject from the one we usually associate it with in our Church today—that of restoring the

Gospel in this dispensation.

THE ARMY STATEGY OF MORONI

Lesson 11. For March 26, 1939

Text:

Alma, 43-44; Gospel Doctrine Quarterly.

Objective

The destruction and sufferings caused by wars will continue until men and nations favor God more, and wealth and power less.

Outline of the Narrative:

 Zoramites and Lamanites Join to Fight the Nephites.

a. Armies number thousands.

- b. Officered by Amalekites, who hated the Nephites.
- II. Nephites Defend Their Lands.

a. Chose Moroni as their leader.

b. Armed themselves.

 Lamanites were unprepared to cope with such body protection.

III. Moroni's Stategy.

- Was informed by the Lord through Alma as to the movements of the Lamanites.
- b. Concealed his army in the weakly

armed land of Manti.
c. When Lamanites entered Manti, Mo-

- roni attacked them from the rear. Result. d. A truce was offered if Lamanites
 - would agree never to fight the Nephites again.
 - Lamanites reject truce.
 The slaughter continued.
- e. Peace.

 Nephites' determination to protect their liberty and their families was great.

2. Lamanites were defeated.

- Those who would take oath not to fight. Nephites again were spared.
- Survivors took oath and returned to their own lands.
- Nephites returned to their homes in peace.

Supplemental Material Suggestions:

It will be interesting to review present-day history and to point out the peoples who are deprived of peace because of the acts of others, just as were the Nephites on the occasion spoken of in this lesson.

Gospel Topic Suggestions:

A. Point out the attitude of the Nephites in this war against the Lamanites and Zoramites.

 Their desire to protect their homes, religious freedom, and liberty.

2. Their trust in God.

3. Other righteous motives.

B. Contrast the Nephite attitude with that of the Lamanites.

C. Review the promises of the Lord made to those who lived righteously in the promised land. (See II Nephi 1.)

D. In the light of that promise, why were the Nephites victorious?

E. Who were most justified in their attitude toward war, the Ammonites, who would rather die than to take a life, or the Nephites, who protected their lands from outside invasion?

Choristers and Organists

(Continued from page 18)

class room. Above all else, be certain that the singers know the song, and that you, as conductor, can sing and direct it without a copy. In short, don't let your performance destroy the very atmosphere of worship you have so carefully planned.

Project for March Union Meeting.

Work out, in class, a typical successful musical program for Sunday School, around some definite religious theme, such as is suggested above.

Assignment for April Union Meeting.

Ask the representatives of each ward to use this same method in planning programs for the next three Sundays, and instruct them

to bring written records of these programs to the April Union Meeting for criticism and suggestion by the group.

SONG STUDY

Songs to be discussed and studied in January Union Meetings and practiced in the Sunday Schools during February, are as follows:

 Senior Sunday Schools: "Morning Thanksgiving," No. 238.

2. Junior Sunday Schools: "Angry Words," No. 67.

For the Christmas holidays: Seniors, "A Stranger Star O'er Bethlehem," No. 28; Juniors, "Far, Far Away on Judea's Plains," No. 81.

MISSIONARY ZETRAINING

COURSE D-GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age General Board Committee: James L. Barker, Chairman; Don B. Colton, William E. Berrett

CONCERT RECITATION Acts 4:12

"Neither is there salvation in any other; for there is none other name under heaven given among men, whereby we must be saved."

SALVATION FOR THE DEAD

Lesson 8. For March 5, 1939

Text:

Gospel Restoration Themes:

Objective:

 \dot{T} he Gospel provides a way whereby all of God's children may be saved. Our Father is no respector of persons.

Suggestions for Planning Lesson:

The Mormon religion is broad and all comprehending. We may become "saviors upon Mount Zion." While it is expected you will follow President Penrose's tract, some digression may be made.

 Have some experienced genealogist show how the prophecy found in Melachi

4:5, 6 is being fulfilled.

The prepared talk ought to show that entrance into the Church involves more than outward ordinances. There must be a birth of both water and the spirit after true re-

3. The teacher should emphasize the glorious principle of eternal progression. The statement of President Penrose is basic: "The Spirit of man when out of the body, being an intelligent entity, a thinking, progressive and responsible being capable of hearing and believing or rejecting truth, must be also capable of repenting of evil and learning to do well."

Assignment:

Urge all to read the third tract in the series "Why Mormonism?" by B. H. Roberts. Have two class members present, each a talk on the subject: "This is my work and my glory —to bring to pass the immortality and eternal life of man" and "Men are that they might have joy: and joy through the con-Page 28

sciousness of everlasting life, and righteousness, and endless progress as intelligences.'

Teacher's Summary:

The Gospel of Christ is comprehensive enough to save everyone. It should awaken within us such a deep sense of gratitude that we will render living service both to the living and for the dead.

WHY MORMONISM

Lesson 9. For March 12, 1939

Text:

Gosepl Restoration Themes, Lesson 9, Tracts-"Why Mormonism?" by Elder B. H. Roberts.

Objective:

Mormonism is both a plan of salvation and a way of life To obey it means physical and spiritual life eternally.

Suggestions For Planning Lesson:

President Roberts has developed a challenging thought in this tract. We recommend careful reading of it by every mem-ber. The teacher should earnestly strive to see that it is read and understood by all.

 Have the assigned talks given. talks furnish a splendid opportunity to point out the purpose of life and particularly the doctrine that men are that they might have

2. Pre-existence, why we are here and how to obtain fullness of life hereafter, should be carefully treated by teacher or some experienced speaker. Emphasize the statements: * * the union of spirit and element is essential to the fullness of the joy of man," for * * * "the eternal life is the only life that can be satisfactory since that alone would give any adequate ground for such achievements as would be satisfactory to existence.

Have class commit to memory Psalms 16:1 and 11. Contrast the meaning of the

words "joy" and "pleasure."

Christ came that we might have life and "have it more abundantly." Show how obedience to His gospel will bring us this "more abundant life."

THE LORD HATH SPOKEN

Lesson 10. For March 19, 1939

Text:

Gospel Restoration Themes.

Objective:

The canon of scripture is not full. There never was a time when the world in general. needed more than now some word from God. Suggestions for Planning Lesson:

This lesson can be better taught if the teacher will take necessary steps to show how much the world needs additional light from heaven. The lesson could well be pre-

sented in the following manner

1. Let some experienced missionary, either in a cottage meeting or in a well arranged gospel discussion, show (a) that thoughtful men and women in the world are recognizing the need for more divine guidance and (b) how unreasonable it is to believe that a loving Father would guide His children for at least four thousand years and then, without warning, suddenly cease to give any revelations.

2. Let a class member then present, from scripture and other articles, evidence of re-

velations in this dispensation.

(a) Have these or similar questions discussed: How would the class answer Bishop Nichiolia when he asks "Cannot America give birth to that Church which will be so broad that all humanity can hear its promises, find its comfort, realize its perfect, Christ-like reasonableness?" Does the rerevealed Church of Christ meet these needs. provided its members live to its teachings?

(b) Discuss specific predictions of the Bible which this latter-day work fulfills.

Isaiah 2:2, 3. Rev. 14:6, etc.

Assignment:

Have four members prepare two and onehalf minute talks on "Why is a religion needed?" Two of these or two others may be given, if agreeable, at the regular Sunday School period.

Teacher's Summary:

We are all in need of divine guidance. We should be grateful for membership in a Church believing in direct revelation.

REVIEW OF FIRST QUARTER

March 26, 1939

It is suggested that a written review be given. Members should be supplied with paper, pencil or pen and ink. This will be one of the best ways for members to test their understanding of the lessons. Here is a list of suggested questions.

Discuss how we can best prepare ourselves for the mission on which we may be

called.

Name three distinctive beliefs of the Latter-day Saints. Do other churches accept these principles?

What does the Book of Mormon teach concerning God, Jesus Christ, the resurrec-

tion and America?

Are there any prophecies concerning the Book of Mormon? Name them, or quote

In seeking a true religion, what characteristics should one seek?

Give an outline of the work of Salvation

for the dead.

Why are you a Latter-day Saint?

WE ARE FOR SONJA HENIE

James A. Walton

We are not much for "champions" as champions go, in these servile times. We are slightly nauseated by golf champions, football champions, flag-pole-sitting champions, and pie-eating champions.

But frankly we do admit that we are shouting LOUD for Sonja Henie, champion of the ice skates. Not that we care so much about her skating ability-but that we are enamored with her womanly character, her sense of propriety-her supreme moral courage!

What did she do to deserve of us this robust praise? Just listen!

Recently a publicity agent of the tobacco trust went to her and said:

"Miss Henie, we want your endorsement of our brand of cigarettes. You don't have to put one in your mouth-but we will publish your picture and pay you \$2,500."

And what did this clean, brave, sane

young woman say? Here it is:

"I don't smoke. I won't take your \$2,500. I am ashamed of women who smoke. It is a disgraceful, filthy, degenerate habit. Goodbye.

And now you know why I stand up for Sonja—because she stood up for HERSELF -and for decency and purity and womanliness among her sex!

The Narcotic Review.



COURSE C-PROBLEMS OF LATTER-DAY SAINT YOUTH

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman; Lynn S. Richards, Earl J. Glade

LESSONS FOR MARCH, 1939

MORMONISM AND RECREATION

Lesson 8. For March 5, 1939

Problem:

What is the Mormon Attitude Towards Recreation and Amusement?

Text:

Lesson Quarterly, Lesson 8.

References:

Brigham Young, Discourses, Chapter XXI; Joseph F. Smith, Gospel Doctrine, Chapter XVII; Muir Flashes from the Eternal Semaphore, Flash One.

Objective:

To see recreation as an aspect of religion; That is as the "re-creation" of body and $^\circ$ soul (as distinguished from amusement).

Methodology:

1. Have a special report on Brigham Young's advanced postion on recreation. The student reporting will likely read excerpts from the Lesson Quarterly. Discuss

the topic informally.

2. Have some student explain "The Living Death of Pleasure Seeking." Discuss such questions as the following: (a) Do we make excessive demands for pleasure upon our parents? (b) How much recreation do our parents have? and, (c) What can we do to help?

3. Have some one discuss: "The Extension of Leisure Time." Some student who is studying sociology in day school should make an excellent report. Discuss the implications for the race and for the students

personally.

4. Canvass the list of "manly sports." How many do the students know and enjoy? Are there facilities for these in the

community?

- 5. As a class project, undertake to bring one of the appropriate sports into the ward or community. Have students select a committee and be prepared to make reports in class from time to time.
- 6. Are there any sports listed which students do not know? If so, appoint individuals to investigate and report,

Name outstanding individuals in the ward, stake, and community who engage in appropriate forms of recreation.

8. Discuss: What is the danger in passive sports? Movies, radio, slot machines, etc.?

Advanced Assignments:

Enrichment Materials:

 Mind and Body. The most important thing for a man who will do nobly and faithfully his life work, is the condition in which he keeps his body; for whatever the mind may be able to do apart from the body, we know that here mental and spiritual action depends upon physical conditions. Years ago it was a popular doctrine that the body was a sort of veil, a prison-house of the Spirit. The body was spoken of in poetry, in song, in popular pulpit discourse, as a drag upon the spirit. We have heard preachers declare that we will mount up on wings as light as air when once we are free of our bodies. But of this condition we know little or noth-

What we do know is that the body is not an obstruction to the spirit. It is not a prison-house binding and crippling and limiting the freedom and power of the spirit. It is the divinely appointed medium of mental and spiritual power; the only means by which we come in contact with the universe of God and our fellowmen. "Know ye not, says Apostle Paul, "that your body is a temple of the holy spirit, and it is not your own for it was bought with a price. (Editorial, Deseret News, August, 1936.)

YOUR AMUSEMENTS

Lesson 9. For March 12, 1939

Problem:

What Forms of Amusement Should I Select?

Lesson Quarterly, Lesson No. 18.

References:*

*Consult your local libaries for books on this topic. It is unlikely that other books we might name would be in many libaries.

Joseph F. Smith, Gospel Doctrine, Chapter XVII, Young, Discourses, Pages 122-126, Forman, Our Movie-Made Children.

Objective:

To assist youth in selecting wholesome forms of recreation.

Methodology:

A socialized recitation is preferred. The following questions are suggested:

*1. What is "the advanced position of the Saints" with reference to recreation?

(Review Lesson No. 8.)

 Why are commercialized amusements so questionable? What happens when you commercialize anything?

*3. What is there objectionable about

passive amusements?

4. Why are commercialized amusements pitched on a low plane?

*5. Compare the thrills in passive amuse-

ments and active sports.

*6. What forms of so-called amusement, "re-create?"

*7. What forms of so-called amusement

actually tire?

*8. How can we improve the movies? *9. How can we improve the radio pro-

grams? *10. How can we improve the book mar-

ket (i. e. the quality of books)?

11. What is wrong with "card-playing?" *12. What forms of amusement should we indulge in this summer?

Note:

What progress have you made on the project suggested in Lesson No. 8? If you failed to start then, select some form of amusement to sponsor in the community (see Lesson No. 8).

Enrichment Material:

"Our Movie-Made Children."

A ten minute book report would prove interesting. Akin and Bagshaw, Inc., 1425 Williams St., Denver, Colorado, publish a 10c summary, Miller, "Movies and the Children."

MORMONISM AND THE FUTURE LIFE

Lesson 10. For March 19, 1939

Problem:

What is to be My Future Life?

*Advanced assignment. Will make excellent

See also the Personal Problems but do not violate the sacred rights of your students.

Lesson Quarterly, Lesson 9.

References:

Doctrine and Covenants, Sections 76 and 88; Roberts, Comprehensive History of the Church, Volume II, Chapter VIII; Young, Discourses, Chapters XXXII to XXXV, inclusive; Jos. F. Smith, Gospel Doctrine, Chapter XXIV.

Objective:

To sense the purpose of this life as a step in eternal progression.

Methodology:

*1. What new conception of the future life did Joseph Smith expound? Discuss the significance of this view. (Will serve as the title for a special report).

*2. What is the purpose of this life? (An excellent topic for a special report. The person reporting will likely read aloud the excerpts from Brigham Young). Discuss fully.

*3. Why can't scientists prove the resur-

rection?

*4. If a scientist can not prove the resur-

rection, how can he believe in it?

*5. What are some reasons for belief in immortality (An excellent topic for special investigation and class report by committee or individual).

*6. Have some one look up Arthur H.

Compton in Who's Who in America.

*7. What is the Mormon evidence of the ressurection? (An excellent topic for special report).

*8. Sing some of the songs listed below

Enrichment Materials:

1. Songs (for opening or closing exercises, sacramental services, or song practice, as well as for class use, in unison or as special numbers by groups or individuals):

No. 47 Jesus, Once of Humble Birth. No. 45 In Remembrance of Thy Suffer-

ing. No. 33 O Thou Kind and Gracious Father.

No. 74 When Jesus Shall Come in His

No. 106 The Lord is My Light.

No. 107 We'll Sing All Hail to Jesus'

No. 115 How Great the Wisdom and the Love.

Scriptures:

John 11: 25, 26.

I Corinthians 15th Chapter complete. Alma 11: 38-46, inclusive.

^{*}Advanced assignments.

Doctrine and Covenants, Sections 76 and 88.

REVIEW OF UNIT I

March 26, 1939

This review may take any one, or all, of several forms. Let the students plan for the

1. Floor Talks. An interesting session would consist of nine floor talks of five minutes each on the nine lesson topics. Such talks delivered either impromptu or with prepared notes should introduce elements as well as summarize the lessons.

An Oral Test. Let each class member bring one question on a practical aspect of Mormonism. Either call for volunteer answers or designate persons to answer, as the student may decide.
3. A Pencil-and-Paper Test.

- Mormonism is unique in its emphasis on theaspects of life.
- In the solution of his personal problem, every L. D. S. is given his
- 3. A religious education is an education which includes (1) and
- (2) 4. "Men are," (II Nephi: 22-25).
- 5. "Joy dwells in the" 6. The Word of Wisdom warns against
- the use of,
- 7. "For whosoever will save life....... (Mark 8:35).
- 8. Religion overcomes the greatest cause of mental illness, namely,.... 9. We walk by ".....
- 10. Name a recent church leader who exemplifies Mormonism at its best:
- What character in literature best exhibits the danger in loss of religion?
- Jesus offered his own.... the pattern to which His disciples should conform.
- 13. The sins abhorred by Jesus are (1); (2); and (3),
- 14. "It is impossible for a man to be saved in (Doctrine and Covenants 131:6.)
- 15. Write the 9th Article of Faith. 16. Write the 13th Article of Faith.
- 17 President Jos. F. Smith glorified work.

- 18. A vocation, first of all, is a means of
- 19. Brigham Young stressed....., as a complement of work.
- 20. President Smith emphasized "the
- of the holy spirit."
- 22. Joseph Smith, in his revelations, expanded the of states of heaven.
- 23. Brigham Young emphasized the fact that we are placed on earth, not to prepare to (1), but to
- (2) 24. Professor Compton, renowned phy-
- evidence of Christ's resurrection:....

The key to the pencil-and-paper test follows:

- temporal.
- free agency.
- (1) duty, (2) reverence.
- 4. "that they might have joy."
- ordinary.
- 6. tobacco, alcohol, hot drinks, meat.
 - 7. "shall lose it." 8. fear.

 - faith.
 - 10. Anthony W. Ivins
 - 11. Macbeth.
 - 12. example.
 - 13. (1) hypocrisy; (2) hard-heartedness; and, (3) worldliness.
 - Ignorance.
- 15. see Articles of Faith.
- 16. see Articles of Faith.
- 17. manual.
- 18. service. 19. recreation.
- 20. pleasure-seeking.
- 21. temple.
- 22. number. 23. (1) die, (2) live.
- immortality.
- He visited the Western Hemisphere (check on thought, not form).

Note:

This test is intended primarily as a teaching device. Read the statements aloud and have the student write the responses on slips of paper beside corresponding numbers. Do not repeat an item after it has been passed once. Read the key and have students mark their own papers. Do not record grades. Discuss the items.

NEW TESTAMENT

Course B-For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age General Board Committee: M. Lynn Bennion, Chairman; Llewelyn McKay, Vice Chairman; Thomas L. Martin and Wendell J. Ashton

CONCERT RECITATION FOR MARCH

(Matthew 4:10)

" . . . Thou shalt worship the Lord thy God, and Him only shalt thou serve."

Suggestions for Two-and-One-Half-Minute Talks:

- 1. The Need for Guarding Constantly Against Evil.
- Resistance to Evil Develops Strength. 3. The Value of a Soul. (Tell the story
- of the Lost Sheep.)
- 4. The Prayers of the Publican and the (Tell the story of these two prayers.)

THE PRESENCE OF EVIL

Lesson 8. For March 5, 1939

Objective:

To show that evil tendencies must be guarded against or they will lead us into lives of sorrow and unhappiness.

Supplementary References:

Talmage, Jesus the Christ, Chapter 2, and Notes 1 and 2; Abraham 3:22-28; Jude, Verse 6; Revelations 12:7-12 ;Kent, The Life and Teachings of Jesus, pages 140-141. Suggested Outline:

I. What is Satan's Purpose in the Earth?

- a. Who was he before his downfall? b. Why did he rebel against God?
- c. What does he hope to gain by continuing to oppose the Lord's plan?
- d. What methods does he use? II. What is the Mission of Jesus?
- a. Who was He at the time of the
 - council in heaven?
 - b. Why was His plan accepted?
- c. How does He seek to overcome the evil works of Satan? III. How Can We Keep Our Second Estate? a. What part did we take in the coun
 - cil in heaven? b. If we fight for the plan established
 - by Jesus, what shall be our reward? c. How can we help the cause of righteousness?

- What are some fundamental weaknesses we must control?
- 2. What are some things we must do to remain loyal to our side of the struggle?

Suggestions for Teaching:

This lesson is of great practical importance; therefore, special efforts should be made to have the pupils take an active part in its preparation and presentation. It is suggested that one pupil give a brief talk on Satan's fundamental weakness—pride. (This weakness is shown in his ambition to exalt himself above God, and in his refusal to abide by the plan that was accepted. Milton has him say: "Better to reign in Hell than serve in Heaven.

Several other pupils might give talks on the virtues displayed by Jesus in His plan: love, service, unselfishness. In addition, ask pupils to be prepared to tell the class (1) how some person they have observed or read about came to choose a life of evil; or (2) how some person overcame evil and succeeded in living an exemplary life. Another subject that should be discussed in this lesson is the power of habit. Be careful that this part of the discussion does not run far afield.

Supplementary Material:

 John Milton, in Paradise Lost, sets forth his thoughts concerning the pre-existence of our spirits. The teacher may find it profitable to read from Line 582 of Book V

to Line 879, Book VI.

2. The story of the beginning of Macbeth's downfall is particularly appropriate. Since the entire story of Macbeth deals with the consequences of unbridled ambition, it affords an unlimited store of supplementary material for this lesson.

Activity Projects:

- 1. In "Macbeth," find one specific example of the truth that unbridled ambition destroys happiness.
- 2. Relate one incident from history illustrating the same truth.
- 3. From your own observation, give an incident to show that any weakness, unchecked, will destroy hopes, ambitions, personality, etc.

WHY EVIL IS IN THE WORLD

Lesson 9. For March 12, 1939

Objective:

To show that through overcoming evil we gain strength.

Supplementary References:

Weed, A Life of Christ for the Young, pages 82-84; Talmage, Jesus the Christ, pages 17-20, and Notes 1 and 2, pages 28-29; Battenhouse, The Bible Unlocked, pages 322-324; Smyth, A People's Life of Christ, pages 94-107.

Suggested Outline:

1. Why is the Temptation of Jesus Particularly Important to Us?

a. At the time of Christ, how great a

hold did Satan have upon the world?
b. Why was he especially anxious to keep Jesus from fulfilling His mission?
c. What very common weakness did

Satan first appeal to?

d. What did Jesus mean by His answer?

e. What was Satan's second appeal?
f. Why should this temptation be particularly hard for Jesus to resist at this point in His career?

g. If Jesus had accepted Satan's offer in the third temptation, would He not have been in a better position to present the Plan of Salvation to all the world?

h. Why did Satan offer two temptations that did not in themselves involve real wickedness?

II. Why Should There Be Evil As Well As Good in the World?

a. What was one great purpose the Lord had in view when He placed man on the earth?

b. In what two ways did Jesus' plan of salvation differ from that offered by Lucifer?

c. According to modern revelation, did we have any part in the contest that was waged over the two plans?

Could there be any free people.

d. Could there be any free agency if there were no evil?

e. How is it possible for us to retain our free agency?

Suggestions for Teaching:

This lesson adapts itself to the problemproject method of teaching. (See Wahlquist, Teaching as the Direction of Activities, pages 71-76.) On the first Sunday in March, select some or all of the problems suggested in the Quarterly or in the outline given above, and assign them to individual students. If the students do not have available any of the books referred to, ask them to read the Bible story of the temptation (see references given in the Quarterly), think the matter over carefully, and talk with parents or with older members of the Sunday School. As in the consideration of other lessons, close personal observation, or the pages of history and of literature will provide valuable material bearing upon the subject.

Supplementary Material:

1. It is a law of nature that we grow by overcoming opposition. A pine tree in the forest must fight for sunlight and for room to grow. If it falters, other trees grow above it, branch out, and thus retard its growth or even take away its chance to live. But if its roots are in good soil, and if no serious harm comes to it, then it grows straight and tall, keeping pace with other trees so that the sun strikes its upper branches, and thrusting out protecting limbs to prevent other trees from crowding it.

Out on the wind-swept ridges, another type of tree grows. It is not so tall, because it has no near neighbors that force it to reach upward for sunlight. Its enemies are drouth, wind, and rocky soil; therefore, its roots are long and powerful, twisting among the rocks for food and moisture, and gripping the earth like gnarled fingers to prevent the tree from being blown over. The wood of this tree, instead of being smooth and straight like that of the tree in the forest, is hard, twisted, and tough as leather—made so by ages of battling against the elements that would destroy it.

2. There are people who say that it is only by committing sin and then afterward refraining from it that true strength is shown. However, this argument is usually a salve by which they soothe their own guilty consciences. If the tree in the forest retarded its own growth for a few years and then suddenly thrust itself upward into the sunlight, it would indeed be showing great strength, but there would be flaws in the grain of its wood, making it less valuable. If the tree on the ridge broke just a little under the lashing of some wild storm, it would be permanently weakened or scarred.

would be permanently weakened or scarred. That was not Jesus' way. He was tempted, as we are tempted; but by refusing to give way in the slightest degree, He gained all the advantages that come from the conquest of evil, and bore away no flaws or imperfections. He stands before all the world as a model of right living, a sinless man.

Activity Projects:

1. Tell about some character in literature who overcame a weakness and thus achieved

a measure of true happiness. Possibilities are Silas Marner, John Barsad (Tale of Two Cities), Jean Valjean (Les Miserables), or characters from current short stories.

2. Bring to class a picture or a poem that illustrates the value of resistance to evil.

Tell about some character of your own acquaintance who has successfully overcome evil tendencies, and who has thus become stronger and more able to meet the problems of life

4. Memorize the following stanza:

So let it be in God's own might We gird us for the coming fight, And, strong in Him whose cause is ours In conflict with unholy powers, We grasp the weapons He has given,—The Light, and Truth, and Love of Heaven.—Whittier.

THE CROWN OF CREATION Lesson 10. For March 19, 1939

Objective:

To impress upon our pupils the importance of living according to the plan Jesus gave to us.

Supplementary References:

Genesis 1:26-28; Smyth, A People's Life of Christ, pages 348-354; Kent, The Life and Teachings of Jesus, pages 137-141 (II, III, and IV).

Suggested Outline

I. What Evidence Have We That God Prizes Very Highly Each One of His Children?

a. What did He do that best proves His great love for us?

b. According to the words of Jesus, what is the greatest test of the love of one person for another?

 Relate one parable to illustrate the value of souls.

d. For what purpose did the Lord create this earth?

e In the light of modern revelation, is it an advantage to us to be permitted to live on this earth?

f. Is there any limit to the possibilities of our development?

II. Does God's Love for Us Put Any Responsibility Upon Us?

a. Why should we have reverence for our minds, bodies, honor, purity, and talents?

b. These qualities and talents have been given to us. Why should we not use them in any way we desire?

c. Under what condition may we obtain and keep the Spirit of the Lord?

Suggestions For Teaching:

After a brief review of last Sunday's lesson, devote ten minutes to supervised study of this lesson. At the beginning of the period give each pupil a short question, the answer to which may be found in the Quarterly, or, begin asking a previously prepared set of questions as soon as most of the pupils have finished reading the lesson.

These topics are suggested for brief class room talks:

 Where much is given much is required.
 It is important that everyone do his best, spiritually, mentally, and physically

Draw heavily upon the fields of observation, history, and literature to prove that man is of supreme importance in the earth. Show that progress is the law of right living, and that those whom we most admire are the men and women who have striven hardest in the cause of truth, while those who are most quickly forgotten are the ones who have not lived up to their possibilities, however great or small.

Supplementary Material:

T. We usually think of Jesus as the meekest of men, suffering the insults and scorn
of those who did not believe in Him. But
we must not forget the Jesus who whipped
the money-changers out of the Temple, overturned their tables, and denounced the
bitterly for desecrating His Father's house.
His attitude upon that occasion will help us
more fully to understand the last quotation
in the Quarterly lesson.

II. Jesus is frequently referred to as the "Man of Sorrow" He wept much because of the sins of the world. We condemn the wayward son or daughter who will not heed the teachings of a parent, and whose evid ways bring bitter sorrow and shame upon other members of the family. Surely, then we ourselves stand in condemnation when we will not heed the teachings of our Heavenly Father. Furthermore, since progress is the law of life, we delay and thus injure ourselves and all mankind when we do wrong

III. It is a peculiarity of horses that when they are seriously sick or injured, they will lie down and beat their heads on the ground. This they do so violently as to cause considerable injury, and sometimes they literally beat themselves to death. Such actions seem utterly blind and unnatural; yet no doubt many of the things we do would seem equally unreasonable in the eyes of beings far more intelligent than we; for by yielding to evil, or by failing to live according to the plan Jesus gave us, we, too, are needlessly injuring ourselves.

or when we fail to live up to our possibilities.

best.

IV. It is true that we see and understand but imperfectly; we are subject to all the ills and evils of the flesh. But Jesus has pointed out the way. He has told us how we can have the spirit of God to guide us through temptation and discouragement. Perhaps we cannot soon become perfect, as He asked us to be; but we are endowed with the divine gifts of speech, of understanding and comprehension, and we can go forward, however slowly, from day to day, justifying God's confidence in us, His children, for whom He had created this earth and established the plan of redemption.

Activity Projects:

1. Relate the parable of the lost sheep.

2. Find a verse in the Book of Moses, (Pearl of Great Price) that indicates how

much importance the Lord places upon the salvation of all mankind. (Note to the Teacher: The 39th verse of Chapter 1 really shows that man is the "Crown of Creation.")

Memorize the following stanza:We live in deeds, not years; in thoughts, not

breaths; In feelings, not in figures on a dial.

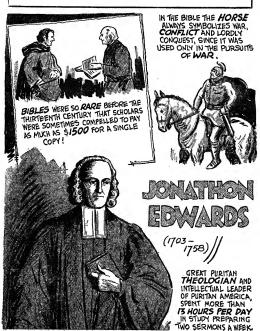
We should count time by heart-throbs. He most lives
Who thinks most, feels the noblest, acts the

—Bailev.

March 26, 1939 REVIEW

RELIGIOUS REMARKABLES

By R. O. BERG and E. W. PHILLIPS



OLD TESTAMENT

Course A—For Deacons and Other Boys and Girls, 12, 13 and 14 Years of Age General Board Committee: T. Albert Hooper, Chairman; Junius R. Tribe and Wallace F. Bennett

LESSONS FOR MARCH, 1939 THE TALE OF THE WEDDING FEAST—REBEKAH

Lesson 8. For March 5, 1939

Objectives:

"Through fervent prayer, the guidance of God may be secured."

Marriage is a sacred thing and should be so with those of our own people.

References:

Genesis 24 (complete); Washburn.

Outline of Lesson:

- Abraham's Concern For a Proper Wife For Isaac.
 - That she should not be selected from among the heathen tribes nearby.
 - 2. That she should come from his own land and family.
 - That Isaac should not himself leave home to search for a wife.

II. Abraham's Plan.

- He remembered the Lord's promise (verse 7).
- 2. He sends his servant, Eliezer, back to Haran.
- Eliezer prays to God to show him the proper wife for Isaac by a sign.
 How the Plan Worked—and a Prayer Was Answered.

1. Eliezer meets Rebekah.

- 2. Her family recognizes God's purpose.
- 3. Rebekah accepts her destiny.

The happy ending.

Enrichment:

This is an Eastern tale and should have an Eastern setting. The teacher will therefore have to do some reading in order to get this setting clearly in mind. He should obtain that information from some of the books already called to his attention in these lessons.

Picture: "Rebekah At the Well."

Short talk: "A Boy's Prayer Answered."

(Joseph Smith's First Prayer.)

Personal testimony from class members of instances of guidance through answer to prayer.

"A RIGHTEOUS LINEAGE"

This lesson offers the teacher an unusually good opportunity to bring out through sec-

ondary objective, the underlying theme of our year's course. If we continually view the Old Testament era as a period during which the Lord was preparing the earth and its people for Christ's coming, we realize that he must establish a righteous lineage through which His Son might come. While to Adam was given the privilege of establishing the race, and to Noah of preserving it, through Abraham the Lord established a chosen tribal lineage, and through Rebekah He insured its purity. Note that the Lord's blessing for Abraham (Genesis 15:5 and 18:8) is repeated in substance to Rebekah (24:60). After the presentation of the lesson narrative, this secondary objective will furnish a fruitful basis for discussion on the importance of a good lineage then and now. The general subject, "A Righteous Lineage," might be developed into a two-and-a-halfminute talk, for use in the opening exercises. After such a discussion, such a talk should not be confined to the narrative, but use it as illustrative material for a presentation of the problem as it affects us today.

THE AWAKENING OF JACOB

Lesson 9. For March 12, 1939

Objective:

"God is always near to bless the repentant wrongdoer."

References:

Genesis, chapter 25, verses 1-11 and 20, 34; chapters 27, 28 and 32; Washburn.

Outline:

Introductory Material.

a. Abraham's death and burial.

 Jacob's prayer for a son as fulfillment of God's promises to Abraham Jacob and Rebekah.

II. The Birthright.

a. Twin brothers (describe Esau and Jacob).

 The meaning and value of the birthright.

c. Esau sells it cheaply.

d. Isaac is deceived into giving the birthright blessing to Jacob.

III. Jacob Repents and Meets the Lord.

 a. Why Jacob left home (refer back to last week's lesson for similarity in story and purpose).

- b. Jacob's dream, and repentance.
- c. His covenant with the Lord.
- The Lord receives his promise.
 The principle of tithing instituted.
 IV. Jacob's Reward.
 - a. A family.
 b. A new name—Israel.
 - c. Peace with Esau and his father.

Enrichment:

- 1. Have a pupil report on the difference between the ancient custom of the eldest son's "birthright" and our modern customs of inheritance.
- of inheritance.

 2. Ask another to find as many instances
- as possible of men who saw God.

 3. Have the story of the conversion of Saul retold. (Art. 9:1-22.)
- 4. Ask every pupil to bring to class a def-
- inition of Repentance.

 5. Invite a member of the bishopric to come to class to tell about the modern tithing system, how it works and what it accomplishes.

Development:

This lesson is so rich in narrative and so full of important Gospel truth, that it will require careful planning to insure unity. As a first step in that direction, much extraneous material in Jacob's life story has been left out, and should not be introduced.

This is an ideal lesson for development by class members, themselves, with the teacher as coordinator and guide. All of the material is readily accessible to students, and within the range of their understanding. By careful assignment of reports, talks and readings, including those suggested above, if presented in proper sequence, the entire lesson can be developed through pupil participation.

Pictures, if you can get them, will help to impress on the minds of the class not only the story itself, but the appearance of the characters, their dress and the customs of the East.

You will find many items of the setting in one or more of the books referred to in this course. How many can you bring before the class.

Read very carefully the story of Jacob as given in Genesis, and you will see a number of things in which the life of his time contrasts with our own. These should be kept in mind and used to lend color to the story.

How did the marriage of Isaac differ from that of Jacob?

JOSEPH, THE PROPHETIC DREAMER

Lesson 10. For March 19, 1939

Objective:

"To create Faith in God. Though man may forget, God never fails His faithful servants."

References:

Genesis 37 and 39-50 inclusive; Washburn.

Suggested Outline:

- Joseph's First Dream, and What Came of It.
 - a. Who Joseph was.
 - b. His youthful dream.
 - c. Joseph sold into Egypt.d. Joseph the slave and the prisoner.
- II. Joseph Interprets the Dreams of Others.
 a. The Butler's and Baker's dreams.
 - Pharaoh's dream.
- c. Joseph's reward. III. Joseph's Own Dream Comes True.
 - a. The brothers come to Egypt to bow before him.
- b. His father comes.

 IV. The Lord's Purpose Shown In These Dreams,
 - a. To test and develop Joseph.b. To preserve Israel.

Enrichment:

Mans:

Any Bible map will help establish the geographical background of the move into Egypt.

Reports:

- (a) A short talk on "Slavery," to develop its place in ancient social life and show how it endured until our own time.
- (b) A talk on drouth and famine, to show that we still have it today. Magazine pictures of a few years ago may be used to show "Dust Bowl conditions."
- (c) The Lord's use of dreams and visions to guide His people. (Include among illustrations Jacob's Dream, Lesson 9, above.)

Can you get some pictures of these scenes? They are plentiful. Let the class study them for local color.

Do the members of your class ever have dreams? What significance do they attach to these? Do dreams have any meaning? Joseph's did. Can the class recall any other dreams with great significance—from the Bible, from Church History?

Study the character of Joseph. What are some of his outstanding qualities as revealed in this part of the story? In what was his spirituality exhibited? His courage? His forgiveness? His wisdom? His tenderness? His family loyalty? His loyalty to God? Do you know anyone that is like Joseph in any of these qualities?

Suggested Development:

True faith in God will stand every test. The Lord gave Joseph a vision in his youth, a vision of His purpose and Joseph's destiny. Then He applied to Joseph the test of adversity. First, his family turned against him and sold him into slavery. When his devotion to his ideals seemed to raise him a little, he was subjected to an even greater degradation, imprisonment. Passing this test, the Lord tried him again, with success and wealth. But with all his wealth and power, he remained humble and faithful. As a reward, his vision became a reality, and he became an instrument in God's hand for the preservation of God's chosen people.

Today God still tests our faith as he tested Joseph's, with disappointment, poverty, failure and success. Only if we meet the test can we become worthy of our heritage and

useful to God.

Sunday, March 26, 1939 REVIEW

- Why is the earth called our home?
- 2. Who were the first man and woman?
- 3. How is it that we get disease?
- 4. Who was Abel? Who was Cain? What was the difference in their natures?
- 5. Who was Enoch? Why was he so favored of the Lord? What does "Zion" here mean?

6. What happened in the time of Noah?

How were his family saved?

- 7. Who was Abraham? Why was he called the "Father of the Faithful?" Where did he live?
- What was God's promise to Abraham,

Isaac, and Rebecca?

9. How was the faith of Abraham tested?

How was the lineage kept pure from Abraham to Joseph?

- 11. Who was Isaac? Where did he get his wife? Who was she? How did he get her?
- 12. Who was Jacob? How did he come to go to Haran? Why did he go?
 13. Who was Joseph? Why did his
- brothers dislike him? 14. What have you liked most about these
- lessons? Which characters did you like best? 15. To which of these men did God appear, and when: Abraham, Isaac, Esau and
- Joseph? 16. What does repentance mean?
- 17. When and by whom was the first promise to pay tithing made?
- 18. Repeat Joseph's dream and tell how it was fulfilled.

- 19. What tests were made of (a) Abraham and (b) Joseph?
- 20. Have you ever been tested? could you tell the class about it?

ANSWERS

1. The earth is our home because (1) it was made for us and (2) it will be our dwelling place after the resurrection, if we are worthy.

Adam and Eve were the first man and woman.

3. We get disease by reason, mostly, of

what we eat. 4. Abel was a son of Adam and Eve. So was Cain. The former was open-hearted; the

latter, jealous-minded.

Enoch was a prophet, who lived in accordance with the commandments of God. Zion here means "the pure in heart."

In the time of Noah there was a great flood, from which his family were saved

through the ark.

Åbraham was a great prophet. He is called the "Father of the Faithful" because he founded the Hebrew race. He lived in Palestine.

8. The promise was that in their children all nations should be blessed.

9. Abraham's faith was tested when he was asked to offer up his son Isaac as a sacrifice.

10. The lineage was kept pure through

marriage.

- Isaac was the son of Abraham. His wife came from Haran. She was his cousin. Abraham sent his servant to choose a wife for Isaac.
- 12. Jacob was Isaac's son. He went to Haran, as his father had done, to marry. His difficulty with his brother Esau was the occasion of his going.

13. Joseph was Jacob's son. His brothers

disliked him because of his dreams.

14. This can be answered only by the pupils.

God appeared to Abraham and Isaac. 16. Repentance means (a) recognition of law violations, or sins, (b) pentience for sin.

and (c) a forsaking of it. 17. The first tithepayer was Abraham, who paid tithes to Melchizedek. The first mentioned in the Bible, however, was Jacob

after his dream. 18. This question can best be answered orally in the class by one of the pupils.

 Abraham was asked to offer up his son as a sacrifice; Joseph, to commit sin with his employer's wife.

20. Can be answered only in the class by

pupils.

For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; De Lore Nichols, Ruth Wheelon and Gordon B. Hinckley

CONCERT RECITATION FOR MARCH

Some must push and some must pull, As we go marching up the hill, As merrily on the way we go, Until we reach the valley, Oh.

FAST DAY

Lesson 9. For March 5, 1939

Text:

Sunday School Quarterly, Lesson 9.

Objective:

An individual appreciation and observance of Fast Day.

Reference:

Roberts' Comprehensive History of the Church, Vol. 4, pages 109-112.

Suggestions:

For Supervised Study:

Three topics might be put on the black-board. (1) The origin of Fast Day. (2) What we are expected to do on Fast Day now. (3) Benefits of Fasting. Let the class read with these in mind.

Activity:

Allow members of the class to discuss

the topics given above.

Figure on the blackboard how much would

be obtained if every member in the class paid to the bishop the cost of the two meals he is supposed to go without on Fast Day. Discuss the spiritual phase of Fasting

Discuss the spiritual phase of Fasting. Have a testimony meeting in the class.

Make it a project to go as a class to a Fast Meeting and listen to the testimonies.

Application:

Let each member of the class resolve to observe Fast Day. On April Fast Sunday you can find out how well they have done this.

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HOW THE POOR WERE HELPED TO THE VALLEYS OF THE MOUNTAINS

Lesson 10. For March 12, 1939

Text:

Sunday School Quarterly, Lesson 10.

Objective:

Equal opportunities in the Church are open to everyone, regardless of social or monetary position.

References:

References to the Perpetual Emigration Fund Company will be found in all of the Histories of the Church. See indexes. Church History Sunday School Lessons, 1933, pages 53-55.

In bringing out the objective in the manner suggested below under "Activity" stories may be gathered from a wide number of sources. A series on the General Authorities of the Church, containing excellent enrichment material for this objective, will be found in *The Improvement Era*, 1931-1935.

Suggestions:

For Supervised Study:

 Does the amount of money one has make any difference as regards his opportunities in the Church?
 How were the poor enabled to come to Utah?
 Tell the story of a poor Irish boy who came to Utah and later became an apostle.

Such questions as these could be put on the blackboard before the class commences its reading.

Activity:

Have the students discuss the problems given above.

Let the lesson given in the Quarterly be a vehicle to aid in meeting the objective. Let the class realize that the great spiritual blessings of the Church are in no way connected with money. Every boy in the Church when he is twelve, has opportunity to receive the Priesthood.

Brigham Young was a comparatively poor man when he joined the Church. The late President Joseph F. Smith drove his widowed mother's ox team across the plains when a boy. Notwithstanding their early poverty, they both rose to be prophets and presidents Let members of the class tell such stories.

Among the General Authorities of the Church today, including President Grant, are men who were reared under humble circumstances. Let the class tell of some of these. Very likely there are men prominent in your ward and stake who have passed through similar experiences.

Application:

Let each ambitious boy and girl know that one of the successes to be achieved in life is spiritual success, with which money has no connection, unless it be to retard spirit-ual progress. Let them cultivate those virtues which build the spiritual phases of life.

THE HANDCART PIONEERS

Lesson 11. .. For March 19, 1939

Text:

Sunday School Quarterly, Lesson 11.

Objective:

People will make tremendous sacrifices for the things they love.

(Note: The Handcart story is the saddest, perhaps, in our Church History. But by emphasizing this objective, it may be made into a positive lesson.)

References:

Church History Sunday School Lessons, 1933, pages 55-59; 1935, pages 54-59. Roberts', Comprehensive History of the Church, Vol. IV, pages 83-107. Smith, Essentials in Church History, pages 481-490. Young, The Founding of Utah, pages 141-151. Evans, The Story of Utah, pages 35-40. Nibley, Brigham Young, pages 256-262 Whitney, Popular History of Utah, pages 113-117.

Suggestions:

For Supervised Study:

"The tremendous sacrifices of the Handcart Pioneers." This might be put on the blackboard as a topic toward which the students can direct their study.

Activity

Let the class tell of the Saints' anxiety to get to Zion, the success of the first handcart companies, and the difficulties of the Willie and Martin companies. Excellent enrichment material may be found in the references given above. If the Nibley book is available, let some member of the class, read it and tell of Brigham Young's great anxiety for the immigrants in the mountains.

Let the class tell of other instances where people have sacrificed for something they love. Bring in stories of parents sacrificing

for their children.

If music can be obtained to fit the words of the Handcart Song let the class sing it.

Let them color the outline drawing of the handcart.

Possibly some handy member of the class could make a small model of a handcart. It need not be elaborate; the originals were not.

Application:

Let the pupils resolve to go out of their way or do without something in the interest of some person or some cause they love.

> March 26, 1939 REVIEW

NAUVOO

A Quotation from "My Day" by Eleanor Roosevelt, Published by Dodge Publishing Co. Used by permission.

"Then we motored through the Iowa countryside to the little town of Nauvoo, Illinois, which was a Mormon settlement, later French and then German. The thing which impressed me most is the amount of work which the Mormons accomplished in the short seven years of their occupancy. The photograph of Joseph Smith shows a very handsome young man, but he also must have been an extremely capable gentleman, the the mansion in which he passed the last year of his life is still standing and is a house of real pretentions. There are enough old buildings standing to make the restoration of this little town interesting and it is now planned to turn the part down by the river into a state park."

NEW TESTAMENT STORIES For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry

LESSONS FOR MARCH, 1939

A RICH WOMAN HELPS A PROPHET

Lesson 8. For March 5, 1939

Text: II Kings 4:8-18.

References:

Hurlbut's Story of the Bible, pp. 392-393; Dalby's Land and Leaders of Israel.

Obiective:

Great blessings come to those who do good.

Outline of Lesson:

I. Elisha's Goodness to the People. a. Travels far and near to teach them.

- b. Passes one day through Shunem. II. The Rich Lady's Kindness to Elisha.
- a. Invites him to dine with her. b. Prepares a room for him.
- III. Elisha's Kindness to the Rich Woman. Suggests that she live near the king.
 - b. Promises her a son.

Methods and Enrichment:

Memory Gem:
"Teacher, make us pure and holy, Teach us to be good, Show us how to love each other, Each day as we should."

'Let's Be Kind to One Another," Deseret Sunday School Songs.

Picture:

Leaflet and Primary Picture. (Set No. 455.)

Point of Contact:

This little story happens in every neighborhood. So I am going to tell it to you. One day an old gentleman was going from door to door selling brushes. It was interesting to watch the way he was treated as he rang each doorbell. Some people were very kind to him and took just a moment of their time to answer whether they wanted brushes Some of the people slammed the door in his face. It doesn't take any more time and not nearly so much effort to be kind.

I am going to tell you what happened to a lady who was kind to someone who came to her door.

Application:

Several people come to our door each day. How should we treat them? We do not always want to invite them in as this woman did, but we can be kind to them. How do you suppose Heavenly Father feels when we are kind to his children? We have many people come to our homes who represent our Heavenly Father by doing his work. Who are they? (Bishop, ward teachers, Relief Society teachers, etc.) How can we show our kindness to these when they call?

Directed Activities:

Make the picture of the little room beautiful by coloring it.

Study of Lesson Material:

There is no lesson in the Bible that shows better than this story that however much man may do, God will see to it that he is more than repaid for every good act of his life. Elisha is represented as going about in Israel, constantly helping others and in turn constantly being helped by them. In this story he often travels through a little town called Shunem. It is a lovely village on the side of a mountain. Every morning when the sun rose, the people in it could look down on a lovely green valley where were their small farms.

In the village lived a rich old farmer. He and his younger wife had worked hard and had saved money. But they had no children. Often as Elisha passed through this village accompanied by his servant Gehazi, he stopped at the rich lady's house for one day, probably the very first time he went that way this good woman had invited him in to eat with her. At last it became his custom never to go through Shunem without stopping at her house.

She thought so much of this holy prophet that she and her husband decided to make a little room for him on the roof of their house. In it she placed very simple furniture, the kind they always used in Palestine-a bed, a table, a seat and a light, and here Elisha could always find a quiet, peaceful place of rest after his long journey among the people.

Of course the prophet wanted to help her for all of this kindness. One day as he lay in the little room, very tired, he was thinking of the lady. Was there anything he could PRIMARY

do for her? Would she not like to live in the great city near the king's palace? She was rich and could enjoy her wealth. Then, too, Elisha could speak to the king about her and the king would see that she had good friends and perhaps invitations to attend the great parties, but she didn't care for that. She loved her own little home and the people of the town. So she preferred to stay where she

There was one blessing she would like, When Gehazi told Elisha that she had no son, he had his servant call her. As she stood in his little doorway, the good prophet told her something too good to believe. It was that the Lord would give her a son, a child all her own. She was old. It seemed to her that the prophet must be mistaken.

ELISHA RAISES THE RICH WOMAN'S SON

Lesson 9. For March 12, 1939

Text: II Kings 4:19-37.

References:

Hurlbut's Story of the Bible, pp. 393, 394; Dalby's Land and Leaders of Israel.

Objective

Great blessings come to those who do good.

Outline of Lesson:

I. The Mother's Great Love.

a. The son grows up.

b. He goes out with the reapers.

c. He dies of sunstroke.

II. The Mother's Great Faith.
a. She goes to Elisha at Mt. Carmel.

b. She returns with Elisha.
III. The Son Restored.

a. Gehazi fails.

b. Elisha raises him.c. Elisha gives him back to his mother.

Methods and Enrichment:

Memory Gem:

"We, Thy little children, Lord, Put our trust in Thee, Knowing that our faithfulness Will rewarded be."

Songs

a. "If You Have Faith," Kindergarten and Primary Songs, by Frances K. Taylor. b. "In The Sky Above Us," Hollis Dann, No. I.

Picture:

cture: Leaflet and Standard Pictures No. 466. Point of Contact:

Teacher, write two names on the blackboard "Elijah" and "Elisha." Under Elijah write as many things that he did as you can draw from the children. Then under Elisha write the things he has done so far in the stories. The children will immediately see similarities down the list. We see one thing that Elijah did (Raised the widow's son) that Elisha did not do. Let us see what today's story can add to our list under Elisha.

Applcation:

What healed the Rich Woman's Son? Is it possible do you think for little children to have such faith as this woman had? How can we show it? Do you know of anyone who had such faith? Tell us about it. (Try and draw from the children cases of healings they are familiar with).

I know of a little girl who had faith like

this.

One day Helen came home from school very sick. Her mother cared for her and put her to bed, but by night Helen was just covered with a nasty red rash. Helen's mother thought of Scarlet Fever and was ready to send for the doctor, but Helen said, "No, mother, send for the Bishop to administer to me and I will be better." The mother did as Helen asked, and the next morning Helen felt perfectly well and the rash was entirely gone. Have you as much faith as Helen had?

Directed Activities:

Choose a word to fill in the space in the following sentences.

Elisha promised the kind lady a

He grew and played and worked like

One day he became very and

The mother hurried for

The of the mother and.....

restored the boy to life.

faith Elisha son children died sick

In this story teachers should stress the fact that often we need what man cannot possibly give. The good rich woman was given her son. He grew to be a large, fine boy. He was the joy of her home. He did all the things that boys like to do, played in the yard, climbed fences and ran upstairs, and at last became interested in the work of his father.

So one day he went out into the field to his father with the reapers. It was one of those-dreadfully hot days such as they have in early summer in Palestine at the wheat harvest. He frisked about, watching every-

thing, perhaps trying to cut and bind the grain as did the reapers. Suddenly his little hands went up to his head. He cried out,

"My head, my head!"

His father, not realizing how serious the boy's ailment was, sent a lad who could be spared from the necessary work to take him to his mother. She took her only son lovingly on her knee, cared for him in every way. But that day at noon he died, undoubtedly of sun stroke. The first thing she did after his death was to lay him in that quiet little peaceful room on Elisha's bed. From the first her actions show that she felt that God who gave could also save.

She had her husband provide her with a donkey that she might ride as rapidly as possible to Elisha, who was a number of miles away on Mt. Carmel, the place where Elijah had called down fire from heaven. Her husband thought it queer that she should wish to be with Elisha on a week day. She was usually with him at their sacred services held on the Sabbath or at the new moon. Apparently her husband did not know their

son was dead.

She knew where help could be had so she had her servant drive rapidly to Mt. Carmel. There Elisha saw her. He had Gehazi go fast to meet her to ask her if all was well. Her answer that all was well shows that she felt that if Elisha would come to his little room where lay the dead boy, all would be well. Elisha had Gehazi go ahead, for he could travel faster than the woman. But Gehazi even with Elisha's staff could not raise the boy from the dead. Only the great prophet had faith to do that.

The way he did it is peculiar. First, he prayed to the Lord. Then he laid his own warm frame upon the child's cold frame, mouth to mouth, eye to eye and hand to hand. The second time he did this the boy's spirit returned to the body that was lifeless, and the lad sneezed seven times. Then he had Gehazi call the glad mother who bowed at Elisha's feet, took up her son and

went to her own room.

A GREAT MAN WHOM GOD HEALED

Lesson 10. For March 19, 1939

Text:

II Kings 5:1-19.

References:

Hurlbut's Story of the Bible, pages 395-399; Dalby's Land and Leaders of Israel.

Objective:

Great blessings come through following our leaders.

Outline of Lesson:

 How Naaman Learned About the Prophet.

a. The wars between Israel and Syria.
b. The little maiden made a slave.
c. She tells Naaman's wife about Elisha.

II. Naaman Goes To Elisha.
a. The king of Syria's letter.

b. The king of Israel's anger c. Elisha sends for Naaman.

III. The Healing of Naaman.
a. Elisha tells him what to do.
b. Naaman at first refuses.

c. He does so and is healed. d. He believes in God.

Methods and Enrichment:

Methous and Enrich

Memory Gem:

"Now I know that there is no God in all the world, but the God of Israel." II Kings 5:15.

Songs:

"If You Have Faith," and "Obedience," from Kindergarten and Primary Songs, Frances K. Taylor; "I Do Believe," June, 1932, Instructor.

Picture:

Primary Set No. 26.

Point of Contact:

In some parts of the world there is a disease that no doctor has ever been able to cure. This disease is so terrible that when people used to get it they were put away from every one else and just left to die. If no doctor could cure them do you think it was ever possible for any of them to be made well? How? Today I am going to tell you of a very rich man who had leprosy.

Application:

Has anyone ever been very sick at your home? Tell us about it. Did you send for the doctor? Of course, we couldn't do without doctors. We need them so much, but who has more power than doctors? No matter how sick a person is, God can cure him if we only have enough faith. Who had the most faith in our story today? There are many times when you boys and girls have more faith than your parents just as the little maid in our story.

Suppose our baby gets sick and mother

is so worried, what can we do?

Maybe we go to visit grandmother and find her sick. Whom could we take to see her?

If mother takes sick what can we do?

Directed Activities:

Pass the leaflets to the children turned

to the day's story.

Can you find how the Israelites were treated in Elisha's time? Read it to us. Find the part that tells about the little maid. Read What kind of home did Naaman live in? Read about it. Read the part about Naaman's sickness. Can you find the part that tells what Elisha told him to do? Read where it tells us he was healed through obeying the Prophet of God.

In this lesson we have the story of a great general who learned that only in the degree that we follow the inspired directions of the chosen servants of God may we expect to receive the blessings that they promise us.

In Elisha's day two great countries, Israel and Syria were almost constantly at war with each other. During one of these wars a band of plundering Syrian soldiers went over into the land of Israel and took captive a little Israelitish maiden. As was the custom of the times, she was made a slave and taken far away from home to wait on a great Syrian lady. This lady was the wife of Naaman, a Syrian general.

Naaman was afflicted with the terrible disease called leprosy. Those who had it often saw their skin turn white, their flesh fall from the bone, and finally whole joints fall from their bodies. Of course, the little Israelitish maiden felt very sorry for her mistress' husband. She had great faith in the Lord and His prophet and told her mistress about Elisha saying, "Would God my lord were with the prophet that is in Samaria for he would recover him of his leprosy.

Someone told this to Naaman. He probably told it to his king who wrote a letter for Naaman to the king of Israel. In this letter the king was asked to heal Naaman. This was unfortunate for king Joram was not a good man and had no such power. The letter should have asked this king to have Elisha heal Naaman. Of course, king Joram thought the king of Syria was playing a trick on him and was trying to stir up trouble. He acted very angry. He rent his clothes and asked if the king of Syria thought that he had the power of God so he could kill people or make them alive (heal them).

Naaman had come a very long way with that letter. From Damascus where he lived to the city of Samaria is at least a week's journey by camel. Of course the king would have sent Naaman home without helping him but when Elisha heard of the incident, he knew how disappointed the Syrian general would be; so he asked the king why he was angry and told him to send Naaman to him.

Naaman came with chariots, clothed in beautiful robes. He must have been astonished when the prophet wouldn't even come out of his little house to see him, but sent a messenger to tell him to go and wash himself seven times in the Jordan river. This angered Naaman. That was a dirty river. Near his home were two clear rivers, Abana and pharpar. Their waters were nicer than that of the Jordan. Why had he come so far suffering all the time in the hot sunshine to be told to do that? At first he would not

Then his servants told him that if the prophet had asked him to do some hard thing, he would have done so. It was easy to do the thing Elisha had told him to do. Then he did as the Lord's prophet told him. He bathed seven times in the river. seventh time when he looked at his hand it was not white, but had skin on it that was pink and pretty as a baby's skin.

He was so happy that he came back to Elisha and told him that he knew now that there was only one true God, the one who had healed him and the one that Elisha prayed to. He also wanted to give Elisha money for healing him. But Elisha wouldn't take it, he had not done it, but the Lord

ELISHA'S HEAVENLY DEFENDERS

Lesson 11. For March 26, 1939

Text:

II Kings 6:8-23.

References:

Hurlbut's Story of the Bible, pages 399,

Objective:

Unseen higher powers protect and bless those who do right.

Outline of Lesson:

The War With Syria.

- a. The secret plan to take the king of Israel.
- b. Elisha reveals the secret.
- II. Elisha's Deliverance.
 - a. The city of Dothan surrounded.b. The servant's fears.
- c. His vision of the heavenly defenders.
- d. Syrians smitten with blindness.
- III. Elisha's Treatment of the Enemies.
 - a Leads them into Syria. b. Provides them with food.
 - c. Allows them to return to Samaria.

Methods and Enrichment:

Memory Gem:

How strong and sweet my Father's care, That's 'round about me like the air. Is with me always, everywhere.

He cares for me.

Songs:

"He Cares For Me," Songs For Little People, Danielson & Conant; "Our Angels," Deseret Sunday School Song Book, "Dearest Children, God Is Near You," Desert Sunday School Song Book.

Pictures:

Primary Set No. 27.

Point of Contact:

(Bring to class pictures of ancient soldiers. Also have pictures of our presentady soldiers. Talk with the children of different implements of war.) Today I am going to tell you of soldiers who lived before there were guns and cannons. Can you imagine what they used instead?

Application:

There are three ways in which God showed his power in this story. Can you name them? (Giving Elisha ability to see all that went on in the camp of the enemy, giving the servant power to see the mountains full of horses and chariots of fire guarding Elisha and by closing the eyes of the enemy.)

Do you think God could have this much power today? How must people live in order for Him to do these things? He guards each of us through His power that we do not see. We must constantly put our trust in Him if we expect Him to do these things for us. How can we show that we put our

trust in Him?

Directed Activities:

Have the children tear from paper or draw the characters of the story.

To Teachers:

If there is one thought running all through this story, it is the idea that there is a wonderful unseen world full of living, powerful beings who are on the side of those who

have earned blessings of the Lord through good, faithful service here on earth.

Eilsha had always been on the Lord's side. He had always been loyal to his king. The Syrians had again come against Israel. This time they had made their camp in hidden places hoping that the king might pass by and that they might ambush him and take him prisoner. But the plan did not succeed, for Élisha had the power of seership which enabled him to see what was going on in the camp of the Syrians; every move they made, Elisha saw and told the king each time how to safeguard himself. The invaders thought there must be a spy in their camp who was giving out information of the Syrians' movements to King Jehoram.

However, one day a servant of the Syrian king found out that it was Elisha the Seer who could hear, as it were, the words spoken by the king in his bed chamber.

Elisha at the time was in Dothan, the place where Joseph was sold by his brothers, which lay a few miles north of Samaria, at the foot of Mt. Carmel. There the enemy king sent cavalry, chariots and a large army to capture the prophet. They surrounded the hill on which Dothan stood, by night. Early in the morning the prophet's servant rose and saw the little city completely surrounded. Great was his fear, but not so with Elisha. He said, "Fear not, for they that be with us are more than they that be with them." The servant soon realized what that meant, for when the prophet prayed to God to open his eyes that he might see, the Lord did so. The young man saw the moun-tain near Dothan rull of horses and chariots of fire guarding Elisha.

Then in accordance with the prophet's prayer, the Lord smote the Syrians with blindness and Elisha led them into the City of Samaria where he delivered them up to the king of Israel who would have killed them as enemies. But the merciful prophet forbade this. They were to the great seer, captives of the Lord and must be treated with mercy. So they were treated as friends by having a banquet set before them. Then they went first to their king and then to their homes. And they came no more to

fight against Israel.

Spirituality is best manifest on the ground—not in the air. Rapturous daydreams; flight of heavenly fancy; longings to see the invisible, are less expensive and less expressive than the plain duty of doing. To have bread excite thankfulness, and a drink of water send the heart to God is better than sighs for the unattainable. Spirituality is seeing God in common things and sharing God in common tasks.



NEW TESTAMENT STORIES

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

LESSONS FOR MARCH, 1939

THE CHILDREN'S PERIOD FOR REVIEW

Lesson 66. For March 5, 1939

When you review the picture "Jesus Washing the Disciples' Feet," help the children to see the humble spirit that Jesus had. Though He was the greatest of all persons, He was so unselfish and so thoughtful of others that He was willing even to wash their soiled feet. In those days of long ago the people did not wear stockings and strong shoes to protect their feet as we do today. They wore sandals (describe), and the feet

were not easily kept clean.

The picture "The Lord's Supper" suggests our sacrament. Take this opportunity to have the children tell you why and how we

partake of the Sacrament.

Jesus' prayer in Gethsemane was for what purpose? When do we call upon God to ĥelp? What else do we say when we pray to Him?

Review the memory gem and the rest ex-

ercise for last month.

Song Practice:

Teach one of the following songs during the practice periods this month.

a. "Forgiveness". b. "How Can I Learn," Kindergarten and Primary Songs, by Frances K. Taylor. c. "God Made Us All", Finger Plays and Songs, by Bertha D. Martin.

Concert Recitation and Memory Gem:

Heavenly Father, may we know Just the way our feet should go Day by day; help us to be Kind to all and true to Thee.

JESUS, MASTER OF HIMSELF

Lesson 67. For March 12, 1939

Text:

Matt. 26:57-69; 27:1-31; Mark 14:53-72; Luke 22:57-71; John 18:19-40; Life Lessons For Little Ones, Second Year.

Objective:

True greatness consists in losing self for the good of others.

Suggested Outline:

 Jesus Is Taken Prisoner. a. Soldiers take Him from Gethsemane.

b. Disciples try to protect Him.

II. Jesus Tried Before the Priests. a. People seek to find a charge against

Him.

b. A thief is exonerated in His stead.

c. He is humiliated and jeered at. d. He is robbed of His clothes.

III. Jesus, Master of Himself.

 a. God gave Him strength. b. He thought of us His brothers and

IV. Unafraid, He is crucified.

Song:

Jesus, Our Loving Friend", Kindergarten and Primary Songs, by Frances K. Taylor.

Prayer:

Directed by a teacher.

"To God who gives us daily care We bow our heads in morning prayer."

Song Practice:

Practice for ten minutes the song you developed at this time last Sunday.

Rest Exercise:

"The wind was softly blowing. It whispered in my ear. Now don't you tell I told you, But spring will soon be here!" Bertha D. Martin.

One half of the children may represent the wind whispering in the ears of the others, "Spring will soon be here". Reverse and repeat.

Lesson Enrichment:

"Billy Boy's Garden"

"What a good time Mr. Johnson has giving away things that grow in his garden, and how we like his corn," said Billy. "Why can't I have a garden, mother, so I could give away some good things that would grow in it?"

"A garden takes a lot of work, Billy," replied his mother, "but if you are willing to

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work and wish to help others, surely you may have a garden.

When planting time came, Billy put on his blue striped overalls and took his corn and bean seeds and started down the garden path.

As he went, he saw a rake lying beside the path. Was it not strange? The rake stood up, and said in a thin, scrapy voice, "May I go with you to the garden, Billy?"

"Can you be of any help?" asked Billy boy. "Well. I can clear away the sticks and

stones," said the rake.
"Then come along," said Billy.
So Billy boy and the seeds and the rake went on together until they nearly tumbled over a little spade there in front of them.

"May I go with you to the garden?" asked the spade. "I can dig the earth and make the

holes for your seeds."

"Then you may come, too," said Billy. The friends walked on and found a hoe that could keep the weeds out of the garden. What a fine helper he would be.

When a fat green toad offered to go along to eat the bugs that might destroy Billy's

plants, Billy was happy indeed.

Billy and his kind friends, so willing to be helpful, made the finest garden to be seen any-

From Stories and Rhymes for a Child, by Carolyn Sherwin Bailey.

Lesson Story:

"Jesus, Master of Himself". Picture:

No. 37, "Jesus and Pilate." .

Application: How may little children be master of them-

Speak a kind word when a cross one wants

When little hands are tempted to do wrong deeds, quickly put them to doing a kind one.

Think not of yourself when some one else is in need.

"For This I Pray, Kindergarten and Primary Songs, by Frances K. Taylor.

Praver:

By a teacher.

IESUS FINISHES HIS WORK

Lesson 68. For March 19, 1939

Mark 15:15-47; Luke 23:26-56; John 19: 16-31; Life Lessons for Little Ones, Second Year.

Objective:

True greatness consists in losing self for the good of others.

Note: Some teachers object to telling the story of this part of our Savior's life. Why should the children be deprived of the story of the greatest example of unselfishness and service that the world knows? It is not necessary to horrify little listeners. Tell the story as it is written in our text, Life Lessons

Song:

'We Thank Thee", Kindergarten and Primary Songs.

Prayer—Example:

For Little Ones.

Father in Heaven, we thank Thee for letting Iesus show us how to be happy and good. Help us to be like Him. Amen.

Song to be Practiced:

Same as for last Sunday.

Rest Exercise:

Let us see how strong we can be when March Wind would like to tip us over. Some of the children may represent the wind while the others stand firm, determined not to be swayed. Reverse and repeat.

Lesson Enrichment:

What has become of the snowflakes that have covered the ground all winter? They made a warm blanket for Mother Earth. Sometimes they lie close to her for many days and sometimes they come from their cloud home to stay with us for only a day.

Snowflakes have two kinds of work to do. First they come to cover the seed babies and keep them warm in winter. Now that work is finished they are melting into many drops of water and together they will make a stream to give us cool water to drink and also to water the farmer's garden in summer. When that work is done they will return again to the cloud home to get ready for another winter time.

Lesson Story: 'Jesus Finishes His Work".

Picture:

No. 68, "Jesus Finishes His Work".

Application:

Say with me the name of that dear person who showed us how to be strong through being unselfish and thoughtful to others.

(Jesus.)

Little Children can be strong by being kind and patient with others. When littlest brother cries to go with us, we can take him by the hand and walk slowly with him. He

is not so strong as we; so he cannot walk

When mother calls us in from play, what kind of children will say, "Here I come, mother?" (Strong, unselfish, helpful children, of course.)

Song:

For This I Pray," Kindergarten and Pri-

It is suggested that this song be sung each Sunday this month because of the message in it, so suitable for these lessons.

Praver:

By a teacher. (Especially give thanks for the beautiful life of Jesus.)

SPECIAL REVIEW SUNDAY

Lesson 70. For March 26, 1939

Note:

(Because Easter Sunday this year is on the 9th of April, and special programs will no doubt be conducted in our Sunday Schools, your General Board Committee suggests: That this Sunday, March 26, be devoted to a review of some of the outstanding events in the Savior's life.

His humble birth.

His obedient childhood.

His helpful Ministry. His great example, even in Death.

That Lesson 69 "Jesus Awakens From Death," be given on the first Sunday in April. (This will prepare the children for the Easter program on the following Sunday, helping them to know the real meaning of Easter.)

On this special Review Sunday have also a picture review and a review of the follow-

ing songs:
"Luther's Cradle Hymn."

"Jesus Once Was a Little Child."
"Love At Home". (one stanza)

"Obedience."

"Forgiveness." "The Heart Garden."

"Jesus, Our Loving Friend."
"Thanksgiving Hymn."

"Service Song."

HOW THE WIND HELPED

Lesson 23. For March 5, 1939

Text:

Cradle Roll Lessons, Louise M. Oglevee.

a. "Spring Song," Kindergarten and Primary Songs, by Frances K. Taylor. b. "Whichever Way the While Blow," Wee Song Section in Songs For Lit-'Whichever Way the

Praver:

Directed by the teacher.

Example:

Father, we thank Thee for the wind. It is a good helper. Amen.

Song to be Learned: "I Love Thee, Dear Jesus," Finger Plays and Songs, by Bertha D. Martin.

Rest Exercise:

Let the children show by their own free expressions what they do when the wind blows.

Lesson Approach and Story:

Mostly old mother wind is very useful and helps to make the world a happier, better place. Talk about this good gift to us and it's work. We do not see it, but we see the things that it does, and we feel it.

Show pictures of the wind's work.

Blowing clothes.

Trees swaying.

Kites flying.

Boats on the water.

A long, long time ago, our Heavenly Father used the wind to help His chosen people get away from a wicked king. (Lesson 23, "How The Wind Helped").

pecial Activity:

Make small pin-wheels, using a piece of paper three inches square, a match stick with the head cut off and a straight pin.

"Closing Prayer," page 144 of the text book.

Prayer:

'Dear Father in Heaven.

Because our voices are still quite small We'll say, "Thank You and Bless us' That is all." Amen."

JESUS AND THE STORM

Lesson 24. For March 12, 1939

Songs:

a. "Whichever Way The Wind Doth Blow," Songs for Little People, by Danielson and Conant.

b. "For This I Pray," Kindergarten and Primary Songs, by Frances K. Taylor.

Prayer:

Example: "Dear Heavenly Father, we thank Thee for Jesus; Help us to please Him. Amen.

Song to be Practiced:

"I Love the Dear Jesus," Finger Plays and Songs, by Bertha D. Martin.

Rest Exercise:

Same as for last Sunday.

Lesson Approach and Story:

Review briefly the work of the wind, especially how it helped in our story last Sun-

Sometimes the wind likes to play, and it does things that we do not like. It blows dust in our eyes and even turns umbrellas inside out. One day a very long time ago, when Jesus lived on the earth, the wind became so playful that Jesus' helpers were afraid. There was no need to be afraid, as you will learn in our story.

Lesson Story:

"Jesus and the Storm."

Special Activity:

Draw a little boat.

Spring Song", Kindergarten and Primary Songs, by Frances K. Taylor.

Praver:

By a teacher.

SAMUEL, A LITTLE BOY WHO LIVED IN A CHURCH

Lesson 25. For March 19, 1939

Songs:

a. "Daddy's Homecoming," b. "Two Dear Names," Kindergarten and Primary Songs, by Frances K. Taylor.

One of thanksgiving for the members of the family.

Song to be Practiced:

"I Love the Dear Jesus," Finger Plays and Songs, by Bertha D. Martin.

Rest Exercise:

Use the finger play and song "All For Baby" in Finger Plays For Nursery and Kindergarten, by Emilie Poulsson.

Lesson Story and Approach:

The children enjoy talking about the fami-Tell how the father and mother make the home, providing shelter, food, and clothing. How important are the children in the making of a happy home? Hannah of old needed a child to make her home complete.

Lesson Story:

Special Activity:

We can all help in the church. We can help each other put on wraps (do this now). We can clean our shoes before we come in (have the children go to the door and show how they will do this next Sunday before entering the church). And of course we can all help to sing.

Song:

"Father I Thank Thee," by Louise M. Oglevee.

Prayer:

By the teacher.

Lesson Story:

"A Voice That Called In The Night."

Special Activity:

Give each child a cut-out paper candle, and, with a yellow crayon, let each one color the light on the candle.

Song:

"Jesus Wants Me For A Sunbeam," Deseret Sunday School Song Book.

Prayer:

By the teacher.

A VOICE THAT CALLED IN THE NIGHT

Lesson 26. For March 26, 1939

Songs:

a. "Spring Song," Kindergarten and Primary Songs, by Frances K. Taylor.
b. "Good Morning To You," Song Stor-

ies, by Patty Hill.

Prayer:

Jesus wishes us to pray, He likes to hear the children say Thanks for a lovely Sabbath Day."

A child will pray, directed by the teacher.

Song to be Practiced:

Same as for last Sunday.

Rest Exercise:

Let the children represent trees blowing in the wind, while you say this verse:

"Who has seen the wind?

Neither you nor I;

But when the trees bow down their heads, The wind is passing by.'

—Stevenson.

Lesson Approach and Story:

Compare Samuel's love and devotion to Eli and Heavenly Father to a clear shining

"Jesus bids us shine with a clear, pure light,

Like a candle burning in the night.

In this world of darkness we must shine, You in your small corner, I in mine."

HOME EDUCATION

Teaching Habits of Courtesy

Helen Gregg Green-For National Kindergarten Association.

"Hail, ye small, sweet courtesies of life, for smooth do ye make the road of it."-Sterne.

Recently, I overheard the story of a young lad applying for a position and getting it, because of the "How do you do, Sir?" with which he addressed an elderly official of a big corporation.

"You see," the man who engaged the courteous young chap explained, "so many young men are not properly attentive to those who are older. That young man's courtesy was genuine. It's true," he quoted, "that 'acorns of courtesy in business, usually, develop into oaks of financial return."

Teachers and parents alike need to take time to think and teach courtesy. If such habits are inculcated in boys and girls while they are still in the plastic, just-around-thecorner-from-babyhood age they will, in all probability, carry these habits through life.

It is generally agreed that courtesy is indeed a most desirable quality to develop in children, but parents and teachers who expect their children to be thoughtful of others must remember that courtesy begets courtesy. They must set an example of courtesy. Is it not true that we often save our most courteous, gracious selves for our friends and acquaintances outside the home? Husbands and wives often speak to each other and to their children in a way they would not think of speaking to a stranger. How foolish! Must we not continually "sell ourselves" to each other as a salesman sells his wares to win orders? How does he do it? Partly by being friendly and courteous. Can we expect to hold the love and respect of our own little family circle in the fullest measure unless we use similar methods?

Courtesy wins the love of our families and our friends. Let us teach our children that not many become great or famous, but all can be courteous and thoughtful of othersa practical application of the Golden Rule.

In our town, there is a big, jovial policeman who stands guard at a street corner where many children pass on their way to school. Expectantly, he waits for them in the morning, at noon and in the evening. He is their idol, always ready to look at their report cards and eager to hear their little tales of happiness or woe.

One day, I happened to be passing, when I saw three little girls say a cheery, "Good morning, Mr. Reynolds," to the smiling man.

I nodded to him and said, 'Really, Mr. Reynolds, I believe you're one of the happiest men in the world.

And quickly he replied, "I am! I wouldn't trade places with anyone for a much larger salary. You see my children are all so polite and thoughtful."

"You have helped to make them so," I

'Perhaps," he admitted, "I've found that courtesy and good-will often win where gruffness fails." "HUMOR IS THE MISTRESS OF TEARS"-Thackeray.

Whoa!

He: "What would you do if you found a horse in your bathtub?"
She: "I'd pull out the plug."

Needed a Kiss Compass!

George (bashfully): "I s-say, Madge, w-would a kiss be out of place?" Madge: "Well, it shouldn't be, if you have any sense of direction."

Rebellion

"I don't mind washing the dishes for you," wailed the hen-pecked husband. "I don't object to sweeping the floors, but I am not going to run ribbons through my night gown just to fool the baby."

Where? Oh. Where?

Mr. Jones: "We must economize. If I died where would you be?"

Mrs. Jones: "Oh, I'd be all right. Where would you be?"

In the Right Place

A distinguished visitor to an insane asylum tried to telephone from there but had difficulty getting his connection. Exasperated, he shouted to the operator:

"Look here, young lady, do you know who

"No," was the calm reply, "but I know where you are."

The Rising Generation

Janey: Mother, do you remember that old vase you said had been handed down from generation to generation?

generation to generation?

Mother: Yes, dear; it's very valuable.
Janey: Well, this generation just dropped

Just the Reverse

Co-ed (sympathetically): "Did you get hurt when you were on the eleven?"

Hayton: "No, it happened while the eleven were on me."

Try the Scales

Mrs. Askett (on phone). "I sent my little boy for two pounds of bananas and you sent only a pound and a half."

Grocer: "My scales are all right, Mrs. Askett. Have you weighed your little boy since he got back?"

Good Prospect

Bill: "Mamma, what becomes of a car when it gets too old to run?"

Mother: "Somebody sells it to your father."

Do or Die

"What was the explosion on Si's farm?"
"He fed his chickens some 'lay or bust'
feed and one of them was a rooster."

He Went to the Foot

The arithmetic class was learning weights and measures.

"What does milk come in?" asked the teacher.

"In pints," ventured Betty.

"And what else?"

"I know," shouted Johnny, who had spent the past summer on the farm, "in squirts!"

Cough Drop

The tenderfoot, who thought he could ride, mounted a pony in front of a lot of cowboys. The pony soon threw him. "Well!" said a cowboy, helping him up. "What threw you?"

"What threw me? Why she bucked something fearful! Didn't you see her buck?" cried the tenderfoot.

"Buck!" said the cowboy. "Rats! She only coughed!"

Dorothy's Prayer

Dorothy, aged four, one of four cute little youngsters, is saying her own original prayers every evening at bedtime. Recently she prayed, "Thank you, dear Jesus, for Daddy, who makes the living, and Mama, who stops the fighting.—Parents Magazine.

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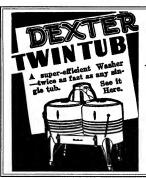
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